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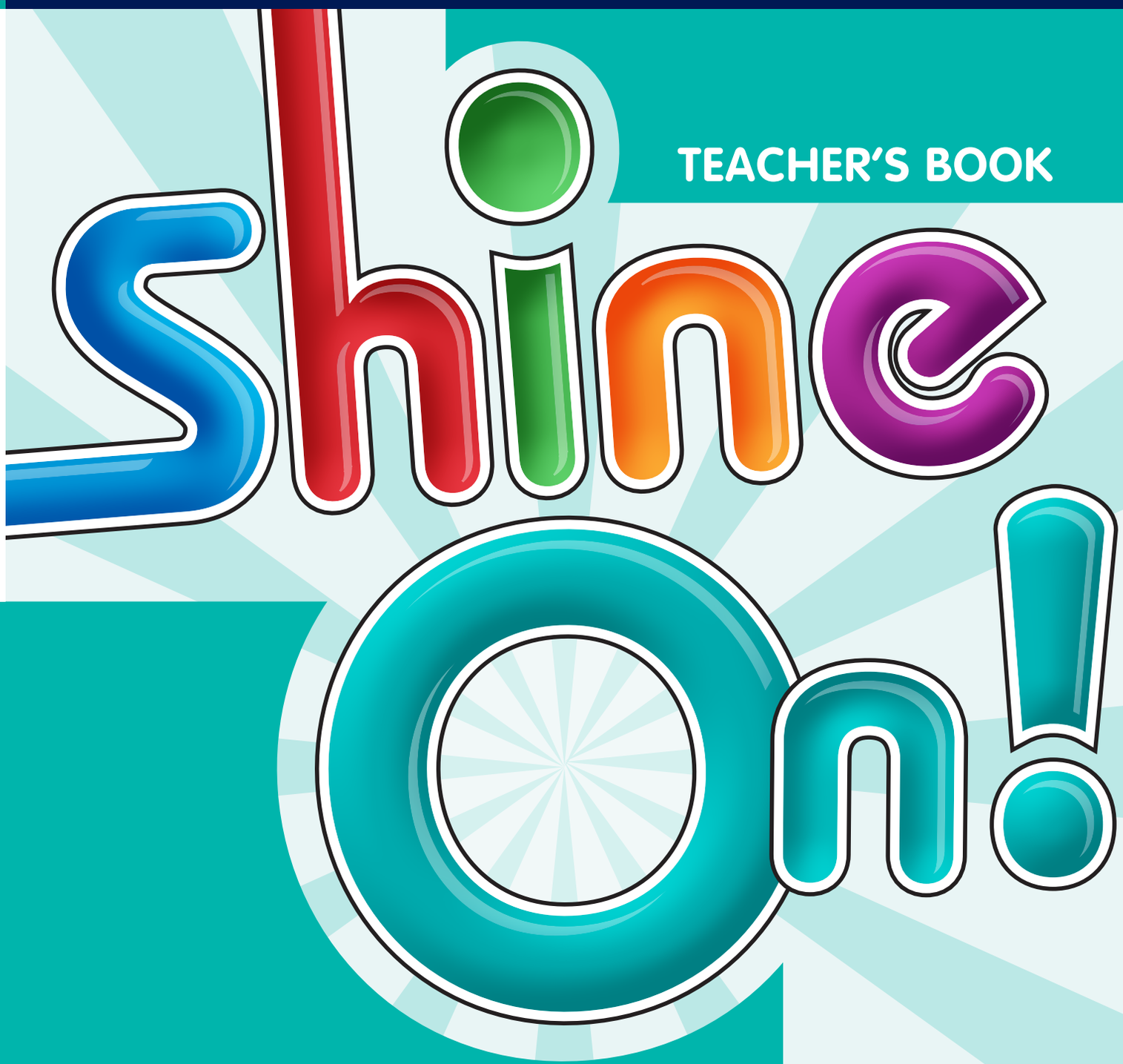
Shine On! 6

TEACHER'S BOOK



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Marie Delaney

Diana Anyakwo

Shine On! 6 Teacher's Book

Marie Delaney Diana Anyakwo

OXFORD

Shine On! 6

Teacher's Book 6

Dear Teacher,

Thank you for choosing *Shine On!* The Junior Crew and I are happy to welcome you to our wonderful world. We're going to have so much fun learning English together.

We give you everything you'll need to make your English class a fun and interesting place to be.

Together we're going to sing songs, read stories, watch videos, learn about the world around us, and even solve some puzzles! It'll be fun for all your students and for you too.

Everyone can join in and have the chance to shine!

Let's get started!

From,

Amy

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Teacher's Resource Pack flashcards 6

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Teacher's Resource Pack posters 6

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Scope and sequence

Unit	Vocabulary	Grammar	CLIL	Value
Starter Unit A New Start	exhibition, race, competition, world record, daily news, traffic report, weather report, interview.	Prepositions of time: in, on, at		
1 Lights, Camera, Action!	comic book, sticker, model, pin, autograph, key ring, bracelet, mask; colorful, shiny, plain, printed; hundreds, move, quickly, animations, differences, look like; Do you have a collection? Yes, I collect (pins) / I have 56 pins. No, I don't. / I don't have a collection.	Possessive pronouns: It's mine/ yours/his/hers *Whose?* + possessive pronouns: mine, yours, his, hers Whose comic book(s) is/are these? It's/They're mine.	Art	Be a hero and help people.
2 On Site!	drive, dig, find, carry, study, teach, fix, break; shout, whisper, touch, share; look for, ground, artifacts, tools, machines, clues; What time does the museum open/close? The museum opens/closes at ten o'clock / in 15 minutes.	Present continuous review: all forms plus spelling rules *-ing*. Modals of obligation, e.g. *must/mustn't* + universal you	History	Learn about your history.
Culture 1 World Heritage	protected, wall, canyon, reef			
3 Traffic News!	bus, truck, taxi, scooter, motorcycle, van, tram, hot air balloon; expensive, cheap, crowded, comfortable; energy, oil, pollution, transportation, electricity, human; How do you come to school? I come to school by bus.	Present simple and present continuous contrast – She waits/She's waiting Comparatives with *-er* and more	Social Studies	Be polite to others on public transport.

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Unit	Vocabulary	Grammar	CLIL	Value
4 Ready, Set, Go!	steep, flat, high, low, safe, dangerous, exciting, boring; score, trick, time, grade; force, gravity, pulls, up, push, down; How about this one? You're right. / I don't think so. I think this one is the best helmet for you!	Superlatives with *-est* and *most* Irregular comparatives/ superlatives: bad/ worse/worst good/ better/best	Science	Try hard and do better.
Culture 2 Winter Fun	skiing, traditional, dog-sledding, modern, snowboarding, competitions			
5 Art on the Beach	man (men), woman (women), girl (girls), boy (boys), child (children), person (people), teenager (teenagers), baby (babies); signpost, bench, flag, fountain; beautiful, natural, branches, sand, shells; Which one do you like best? I like this one. Why? I like it because…	Regular and irregular plurals Quantifiers: *some* and *any*. There are some/there aren't any	Art	Encourage your classmates.
6 In the Kitchen!	sugar, flour, nuts, oil, vanilla, honey, eggs, chocolate chips; bowl, plate, spoon, cup; ingredients, grams, liquids, liters, scales, measuring cup; First, you put in some… Then, you add some… Next, you add some… Finally, you mix it all up.	Countable and uncountablenouns + *There is/are / There isn't/aren't* There is/are some / There isn't/aren't any (Is/Are there any?)	Science	Make healthy choices.

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Unit	Vocabulary	Grammar	CLIL	Value
Culture 3 **A National Dish**	national dish, popular, tasty, curry, dessert			
7 **School Days!**	schoolyard, hallway, classroom, cafeteria, science lab, gym, music room, assembly hall; relaxed, confused, confident, nervous; detective, character, author, impatient, grumpy; What was your favorite food when you were seven?	Past tense of *be*: was/wasn't Were you? Yes, I was. No, I wasn't. I was...	Literature	Be friendly and include others.
8 **Around the World!**	Canada, Canadian, France, French, Morocco, Moroccan, Egypt, Egyptian, India, Indian, China, Chinese, Poland, Polish, Peru, Peruvian; huge, terrible, fantastic, delicious; messages, communication technology, text message, e-mail, website, internet video calls; Hello, it's (Tom). Is (Pete) there, please? No, he isn't here. Can I take a message? Yes, please. Can you tell him that I called? Sure. Anything else?	*We/they were/ weren't* + time markers Past tense of *be*: *We/They were/ weren't* + time markers	Information Technology	Keep in touch with friends and family.
Culture 4 **School's Out!**	elementary school, kindergarten, junior high, high school, graduation, ceremony			

For more information about planning your classes go to the *Shine On!* teacher's website:
www.oup.com/elt/teacher/shineon

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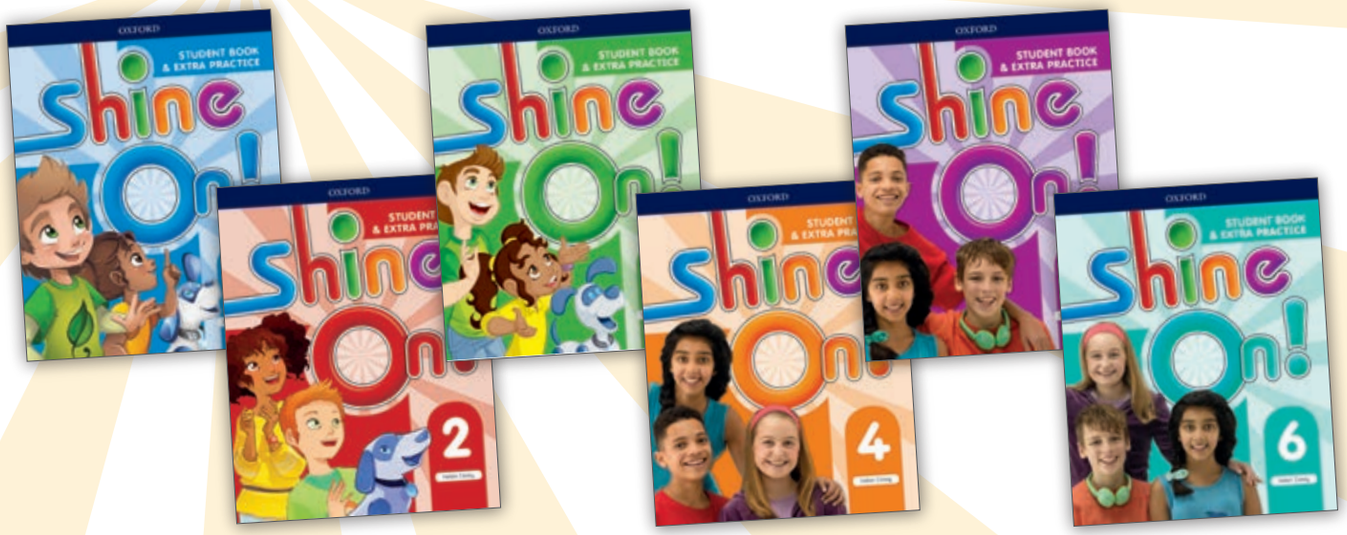
About *Shine On!*



Welcome to ***Shine On!***–a great new six-level course for elementary students in grades 1–6.

This bright, attractive course will make all your students look forward to their English class! With lots of funny stories, catchy songs, bright, colorful artwork, and interesting activities, ***Shine On!*** makes English class lots of fun!

The course has a clear and simple unit structure and lots of support, making it easy for you to teach from. Students have a bright, full-color *Student Book*, which contains everything they learn in class as well as *Extra Practice* pages—making it easy and fun for them to learn from!

Each unit gives students key building blocks of vocabulary and grammar, clearly presented and practiced through a variety of fun activities including a unit story.

Students will love to watch the animated versions of the stories (Levels 1–3) and songs. The animations are an enjoyable way for them to engage with English without even realizing it! They will make English lessons fun and entertaining.

Alongside lively stories and songs, ***Shine On!*** provides fascinating culture and holiday lessons and clear, positive values tasks. Regular *CLIL* lessons in each unit bring other subjects into the English classroom, so English lessons are always varied and interesting.

Flexibility

Each level of ***Shine On!*** is designed to be completed in one school year for teachers teaching between 1–3 lessons of English a week.

In addition to the *Student Book*, ***Shine On!*** provides a flexible package of teaching materials to make the course thoroughly adaptable to your classroom and your needs.

Student Book lessons can be supplemented in homework time, or additional classroom sessions with *worksheets*, creative craft projects, and varied practice exercises to suit different groups and learners.

The teacher's notes provide ideas for extending or shortening activities, and lots of great suggestions for lively activities and games to make the lessons as flexible and fun as possible. The *Teacher's Resource Pack* has flashcards and posters to use in class and for playing games.

In addition to the *Teacher's Resource Pack*, the course is supported with extensive digital resources, such as practice activities on the student's website, plus animated stories (Levels 1–3), songs, and games to keep the students' motivation high.

Mixed ability and *SEN*

Shine On! is an inclusive course that recognizes that no two classes or students are the same, and every student should have a chance to shine.

Notes in the *Teacher's Books* provide lots of helpful suggestions for mixed-ability classes.

Extra *worksheets* at three different levels mean that every student can be given extra practice at a level that allows him or her to progress and learn confidently at his or her own pace.

The tests are supplied at two levels to make sure all students can be assessed and achieve at an appropriate level.

Culture

Learning about the culture of another country is an important part of modern language learning. Culture topics can be fun and quirky, helping students to realize that variety and difference are a key part of international citizenship. They can also show the everyday life of children in the USA, helping students to see that we are not that different after all!

Shine On! has bright, lively culture lessons with lots of photos and activities after every two units in the *Student Book*, and each level features two fun holiday lessons for use at different times of the year.

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Values

Values are an important part of ***Shine On!*** Values help students to work together and interact in a positive way in the classroom. By paying attention to their values lessons, students learn important social skills that are useful in the English classroom and beyond.

Values link to the themes and ideas of the Citizenship curriculum and help students to see how they can contribute in all aspects of their school life.

In Levels 1–3 they appear in different places in the unit, always linked to the classroom activities that students are doing. They are clear and demonstrable, allowing students to think about and adapt their behavior, and see a positive result. Students are rewarded with attractive, colorful stickers, which they can stick in their books to show their achievement.

In Levels 4–6, values are broadened to help students see themselves as a positive part of the wider community. The values activities encourage them to take responsibility for their actions and think about how their behavior may affect the world around them.

The teacher's notes help teachers to establish a positive values routine and make the most of this important part of students' learning and development.

21st Century Skills

Shine On! has 21st Century Skills integrated at all levels, so students will cover all of the skills appropriate at elementary level. 21st Century Skills are present in a variety of activity types throughout the course. Students are encouraged to think critically and to problem-solve with puzzle-style activity types. Creativity and communication are at the heart of the craft activities provided in every unit.

CLIL

Shine On! has a fully supported *CLIL* syllabus running throughout the course, bringing topics from other subject areas into the English classroom.

There is a fascinating *CLIL* lesson in every unit with full procedural notes in the *Teacher's Book* offering support and extra activities to get the most out of this rich, diverse material.

CLIL worksheets on the teacher's website provide interactive follow-up activities to the *CLIL* lesson in the *Student Book*, to make sure students understand the topic and can practice talking about it in English with their friends.

Stories

The course is presented by a group of fun, friendly characters who accompany your students through their lessons.

There is a lively cartoon story in every unit, featuring a funny new adventure for the course characters.

The stories are an important motivational part of the course. They're bright and lively and give students a chance to practice English with confidence while having lots of fun.

Students can listen to the stories while they read with the fun sound effects that bring the stories to life on the *Class Audio CDs*. There are also dynamic animated versions of the stories for Levels 1–3. These can be used for review, for consolidation, or simply for entertainment in class or at home!

Students will enjoy acting out the stories and bringing them to life themselves in the classroom.

Songs

Each unit has a catchy new song for students to sing and enjoy. The songs are modern and lively and will appeal to 21st century students whose taste in music is increasingly sophisticated.

There are colorful animated versions of the songs, too. These animations bring the songs to life and encourage the students to sing along. All the songs have fun actions to get them up and moving and excited about learning English.

Songs are a great way of reinforcing language, and students will love to sing them and do the actions. They will be developing their confidence and fluency while having lots of fun.

The actions are illustrated for your reference in the back of the *Teacher's Book* and there are ideas for using the songs in the classroom in the teacher's notes.

Supported writing

Writing in ***Shine On!*** is fully supported and always practiced through fun and engaging activities. Students are introduced to independent writing gradually throughout the course, building up from letter and word level in the lower levels to supported text production by the end of Level 6.

As the levels progress, students are encouraged to write more, but always in a fun, motivating context with plenty of support.

Levels 4–6 provide students with the opportunity to write a variety of text types, giving them plenty of chances to express their ideas. Developing writing in this way forms a good foundation for more challenging material that they will encounter in high school.

Evaluation

With fun artwork and clear mixed-ability support, ***Shine On!*** tests are another positive, motivating part of students' learning. The tests are provided at two levels for use in mixed-ability classes. Students can feel good about testing because the tests at two levels allow every student to take a test that is suitable to their own learning stage.

Shine On! tests allow you to evaluate the students' overall progress, but also help them to see how much they have learned. The tests follow the ***Shine On!*** controlled reading and writing progression, so that students are always being tested at the appropriate level, and the level of challenge progresses appropriately through the year.

All the unit and end-of-year tests are also supplied at two levels. The yellow tests are for students who are achieving at the expected level for their age and class. The blue tests have been pitched at a slightly lower level for students who are not yet at the required level. The *Teacher's Resource CD-ROM* contains full answer keys as well as notes and guidance for administering the tests.

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Levels 4–6 Context and Characters

To keep up with students' own development, and their increasing sense of adventure and engagement with the outside world, in Levels 4–6 the students meet a set of quirky, individual characters called the *Junior Crew*.

Charlie, Lily, Stella, and Joe are a group of young dynamic reporters who work for a local news station. At the beginning of Level 4, we see them join the news team, and in each unit story they follow up an exciting lead or interest, have a fresh adventure, and learn something new.

The characters are a little older than the students, and their role as roving reporters allows them to go out into the world and take the students with them. Each unit has a different theme, which is explored in the story, consolidated in the real-world context of the *CLIL* lesson, and brought together via the reading and writing lessons, which represent the *Junior Crew*'s news assignment for the unit. The *Extra Practice* page provides an opportunity for students to write their own news story.

The *Junior crew* are as diverse and creative as the students with different skills and interests, and there is something for every student to relate to and join in with.

Mystery Message

At the beginning of the story, the *Junior Crew* receives a mysterious message. They can't figure it out! But in each story lesson, the students are prompted to find a clue that will help them to decode this mystery message and help the *Junior Crew*.

Throughout the level, students decode one word or phrase at a time, and record it in a grid at the back of their book, until they can read the whole message, solve the mystery–and get a surprise of their own!

Listening and speaking

Every level of ***Shine On!*** is fully supported with audio material on *Class Audio CDs* and in the *Classroom Presentation Tool (CPT)* package. Listening is a key part of the course for language presentation and for students' confidence with the spoken language.

In Levels 4–6, as well as a more general listening for vocabulary presentation, practice, and reading support, students start to build up focused listening skills.

The listening activities in Lesson 5 present students with interesting real-world contexts and a variety of listening tasks to help them learn to listen for gist and for detail.

Lesson 5 also presents *Everyday English* dialogues, which provide students with useful chunks of everyday English, and which will help them to express themselves naturally and fluently over a range of topics.

The creative craft projects at the end of these lessons allow another opportunity for speaking practice in a fun, communicative context. Bright, attractive craft projects can be used as classroom displays or kept as part of a portfolio of students' achievements.

Reading and writing

Reading and writing expectations have built up gradually throughout the course, allowing students to advance at a pace that matches their abilities and confidence.

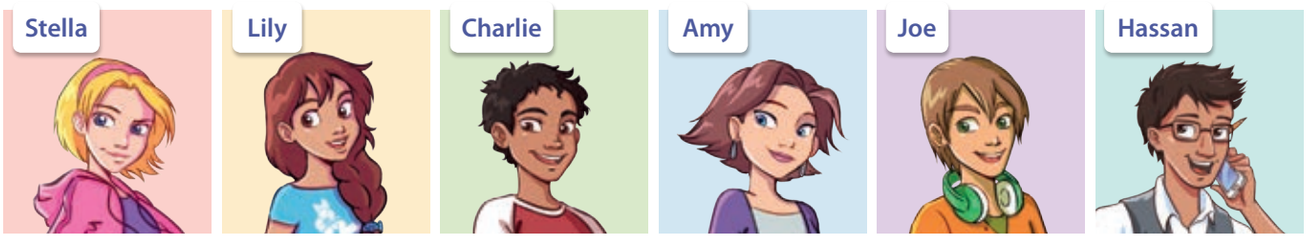
As the course progresses, they will be exposed to a range of exciting text types and stories, suitable to their age and interests. Independent reading increases gradually throughout the levels and is always supported by vocabulary preparation, audio support, and bright, colorful artwork and photographs.

The unit stories are fun cartoon stories with friendly, familiar characters whose adventures students will follow throughout the year.

The *CLIL* lessons allow for a more factual style of reading text, bringing other interesting areas of the curriculum into the English classroom, and allow students to draw on their existing knowledge.

In Levels 4–6, the flexible and motivating newsroom context of the story setting allows for a wide variety of interesting text types to be explored and enjoyed.

Students also start to build towards more independent writing, as a foundation for tasks they will encounter in high school. Development is still carefully staged and controlled however, so that students will feel supported and confident, as well as challenged to improve.



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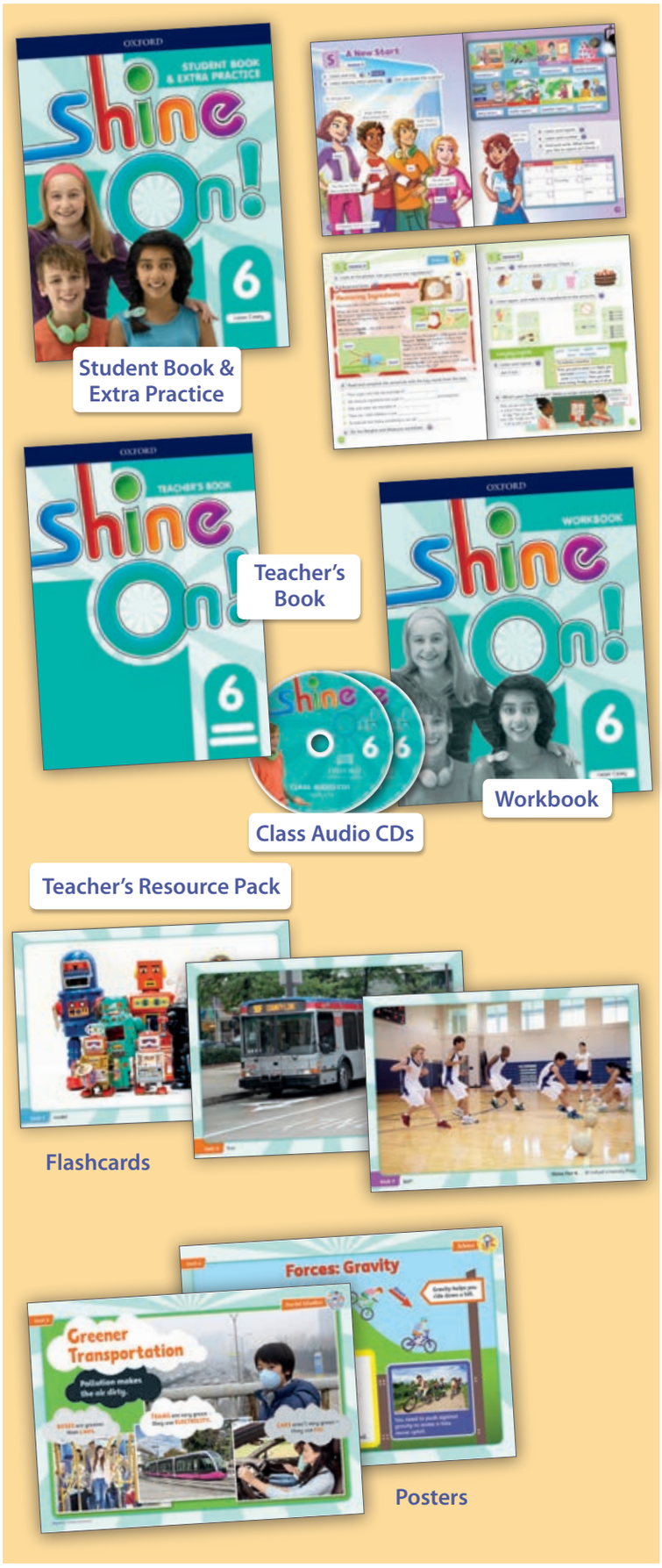
Component overview



Student Book & Extra Practice

- A Starter Unit with the first episode of the cartoon story, introducing the level characters and bringing students into their world
- Eight themed units to present and practice the core syllabus, including stories, songs, and cross-curricular content
- Two *Extra Practice* pages per unit to extend the main unit content
- Four culture topics
- Two holiday lessons with a craft
- A Wordlist
- A grammar reference
- *Our Values* page
- *Mystery Message* page

Workbook

- 64 pages of fun practice material
- Consolidation of your students' grammatical understanding
- Constant recycling of vocabulary throughout
- Regular review sections
- *Holidays* and *Culture* pages

Teacher's Book

- Introduction with overview of the course and methodology
- Tour of a unit
- *How to…* section with support notes for managing the English class
- *SEN* section with practical tips and ideas for creating an inclusive classroom
- Tips for using graded readers
- Ideas bank with suggestions for flashcard games and optional activities
- Carefully staged procedural notes with additional activities and mixed-ability notes
- Audio transcripts
- Reproduced *Student Book* pages with full answer keys
- Illustrated actions for Starter Unit song

Class Audio CDs

- Recordings for all listening activities, stories, songs, and tests
- Audio support for new language all

Teacher's Resource Pack

Flashcards

- *Flashcards* with photographs of each target vocabulary item

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Posters

- Map of the USA
- Twelve *CLIL* posters

Tests

- The editable tests can be found in the *Teacher's Resource CD-ROM*. There is a test for each unit (with suggested answers and teacher's notes), which is provided at two levels for use in mixed-ability classes. After every two units, there is a Speaking test and a Listening test.

Digital resources

Shine On! student's website

www.oup.com/elt/shineon

- ***Shine On!*** *Online Play* games for practicing the language learned in class
- *Class Audio CDs* files
- Interactive *Picture Dictionary*
- Song animations
- Downloadable activities to do at home, e.g. greeting cards, door hangers
- Section for parents

Oxford Classroom Presentation Tool

Presentation and practice material for interactive whiteboards and projectors that includes:

- Song animations
- *Class Audio*

Teacher's Resource CD-ROM

- Tests at two levels for each unit with teacher's notes, answer keys, and audio
- *Worksheets* for *Student Book* lessons:
  - *Vocabulary and Grammar worksheets* at three levels: *Reinforcement, Practice, Extension*
  - *Story worksheets*
  - *CLIL worksheets* to follow up cross-curricular lessons
  - *Craft worksheets* for *Student Book* craft projects

Shine On! teacher's website

www.oup.com/elt/teacher/shineon

The teacher's website contains:

- Syllabus planning documents
- *Classroom language* support with audio
- Teacher training videos.

Shine On! Levels 1–3

- *Student Book* and *Extra Practice*
  - Eight units
  - Four culture lessons
  - Two holiday lessons
  - Two *Extra Practice* pages per unit
  - Four pages of stickers
- Teacher's Resource Pack
  - Megabyte puppet
  - *Flashcards*
  - *Storycards*
  - Four posters: *The Alphabet*, *Numbers*, *Colors*, *My Body*
- Teacher's Resource CD-ROM with editable tests, photocopiable *Vocabulary and Grammar worksheets*, and *CLIL* and craft activity pages
  - *Teacher's Book* with *Class Audio CDs*
  - *Classroom Presentation Tool (CPT)* including story and song animations
  - Student's website
  - Teacher's website

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Tour of a unit

Lesson 1

Each unit opens with a bright, colorful artwork spread, which presents the main vocabulary set and sets up the unit theme.

New vocabulary is shown in the dynamic context of an artwork scene. The style of artwork changes in each unit, to keep each unit opener fresh and engaging, and grab students' attention.

The picture represents something that has come to the attention of the *Junior Crew* – they are on a new story!

Eight new words. New vocabulary presentation with clear audio support.

Students have a chance to write the vocabulary. There's always a personalization task, to make the language immediately relevant for them.

Attractive photos bring the topic closer to the real world and students' own experiences.

Students listen and find the items in the artwork scene.

In each unit, a member of the Junior Crew is given an exciting assignment, to go off and find out more about the unit topic.

Students use review language with the new vocabulary to play a quick game or discuss the ideas they have prepared in activity 3.

Student Book

- Lesson 1 presents the first vocabulary set. *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson, featuring flashcard presentation and practice games.
- Language presentation is thoroughly supported with audio on the *CPT* or *Class Audio CDs*.
- Spoken production is built up first through choral repetition to boost confidence and then through communicative pairwork that allows students to express themselves using a review structure.
- The *Teacher's Book* lesson notes provide alternative procedure and differentiated tasks to accommodate different groups of learners, including mixed ability and *SEN*.
- The lesson sets up the *Junior Crew*'s assignment for the unit.

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Lesson 2

Students read and listen to the stories, which link in to the unit theme and feature vocabulary from Lesson 1. The new grammar is clearly presented in the context of the *Junior Crew*'s new adventure.

The stories all feature the dynamic young *Junior Crew* as they go out on assignments to learn new things, solve mysteries, have adventures, and help their community. These stories form the basis of the assignments that the characters write for the news station.

Fun audio recordings of the Junior Crew's adventures support the students' reading.

Students bring the story to life by acting it out!

Students practice using the new grammar structures in a controlled way.

Clear grammar presentations help students to understand the new structures in context.

1 Lesson 2
Superheroes!
1 Listen and read.
What is a "movie fan"? Act it out.
Look at the costumes! Are they actors?
No. They're movie fans. They love movies.
Oh – a mask, Joe, is this yours?
No, it isn't mine. Mine is orange.
Is it hers?
No, it isn't mine.
It's a Captain Stardust mask!
Look – he isn't wearing a mask, Lily. I think it's his.
Joe, can you give it to him?
Yes, I can!
He isn't a fan ... He's Captain Stardust!
Cool! Joe is getting an autograph!
Thanks, Joe!
Smile, Joe! You're a superhero!
Can you find five things we can collect in the story? Write a list.
Learn Grammar
It isn't mine.
It isn't hers.
It's his!
Look – a mask. It yours?
2 Listen and repeat.
Who says these sentences? Find them in the story.
Is this yours? Mine is orange. Is it hers? I think it's his.
3 Read and draw.
The stickers aren't mine. The stickers are yours, Lily.
The stickers are mine, and the bracelet is mine. The key ring is his.
The pins are hers. The autograph is mine!
The comic books are mine. The models are his.
HELP THE JUNIOR CREW!
Find a gray jacket in the story. Draw the symbol and write its color. Now go to page 119.
Grammar It's his / hers / mine / yours
Practice Page 98

Fast finishers have a task that focuses on unit vocabulary and prompts them to look closely at the story artwork and text.

Get involved! In each unit, students are given a clue that helps them to decode another part of the Mystery Message.

Lesson 2 Extra Practice

In each story, there is a hidden symbol to find in the illustrations.

Having found this symbol, the students use the table on page 119 to decode it and write the words.

By the time they reach Unit 8 they can solve the mystery puzzle and will win a special surprise!

Student Book

- The students are exposed to examples of the grammar point in the clear context of a story. Then they go on to study and practice the new structure.
- Having read the story, the students respond to a comprehension question to check their understanding of the main idea.
- The teaching notes include additional comprehension questions to further exploit the story.
- The *Teacher's Book* lesson notes provide alternative procedure and differentiated tasks to accommodate different groups including mixed ability and *SEN*.

Extra

- The first *Extra Practice* page provides controlled practice of the first vocabulary and grammar inputs.
- *Story worksheets* allow students to engage with the characters and get the most out of the stories.
- *Vocabulary and Grammar worksheet 2* provides extra practice of the new vocabulary and grammar at three levels for mixed-ability groups.

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Lesson 3

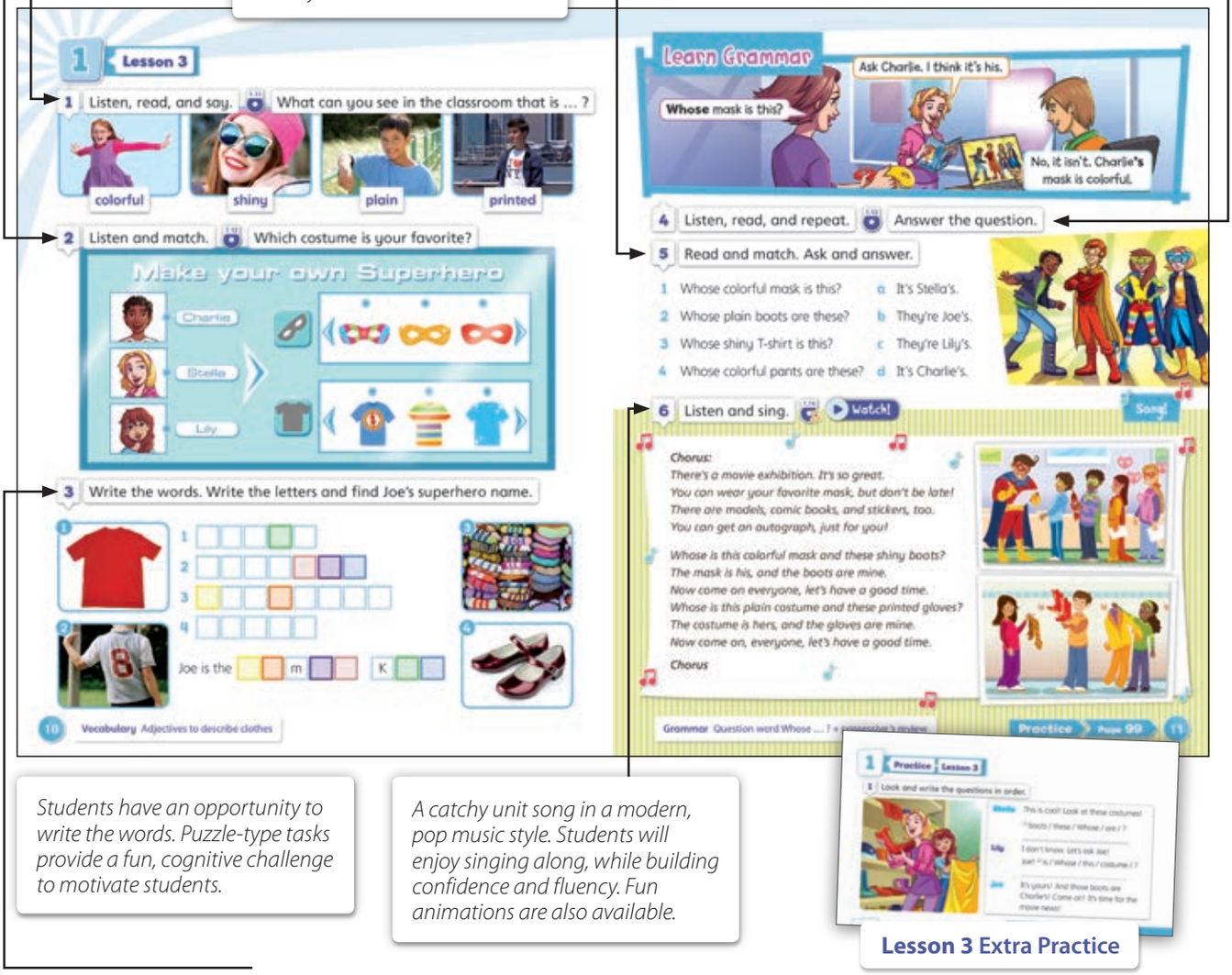
Lesson 3 presents the second vocabulary set and second grammar point. This new language is presented with the help of the familiar course characters, the *Junior Crew*.

The second vocabulary set is presented using attractive photos and audio. Students engage with the new language through a personalized task.

A practice activity featuring the friendly course characters.

Students practice the new vocabulary and grammar through a variety of puzzles and attractive activities that keep students motivated.

The Junior Crew lend a hand with explaining the second grammar point.


1 Lesson 3
1 Listen, read, and say. What can you see in the classroom that is ... ?
colorful
shiny
plain
printed
2 Listen and match. Which costume is your favorite?
Make your own Superhero
Charlie
Stella
Lily
3 Write the words. Write the letters and find Joe's superhero name.
Joe is the
Vocabulary Adjectives to describe clothes
Learn Grammar
Whose mask is this?
Ask Charlie. I think it's his.
No, it isn't. Charlie's mask is colorful.
4 Listen, read, and repeat. Answer the question.
5 Read and match. Ask and answer.
1 Whose colorful mask is this? a It's Stella's.
2 Whose plain boots are these? b They're Joe's.
3 Whose shiny T-shirt is this? c They're Lily's.
4 Whose colorful pants are these? d It's Charlie's.
6 Listen and sing. Watch! Song!
Chorus:
There's a movie exhibition. It's so great.
You can wear your favorite mask, but don't be late!
There are models, comic books, and stickers, too.
You can get an autograph, just for you!
Whose is this colorful mask and these shiny boots?
The mask is his, and the boots are mine.
Now come on everyone, let's have a good time.
Whose is this plain costume and these printed gloves?
The costume is hers, and the gloves are mine.
Now come on, everyone, let's have a good time.
Chorus
Grammar Question word Whose ... ? + possessive's review
Practice Page 99

Students have an opportunity to write the words. Puzzle-type tasks provide a fun, cognitive challenge to motivate students.

A catchy unit song in a modern, pop music style. Students will enjoy singing along, while building confidence and fluency. Fun animations are also available.

Lesson 3 Extra Practice

Student Book

- The *Teacher's Book* provides ideas for an interactive lead-in to the lesson, featuring *Flashcard* presentation and practice games.
- The new vocabulary presentation is supported with audio either on the *CPT* or *Class Audio CDs*.
- The new vocabulary is practiced with a review structure. Regular recycling of known language consolidates students' learning and boosts their confidence.
- Students learn the words and grammar in the familiar setting of the course characters' world, but they always have opportunities to personalize and link it to their own experience.
- The second grammar point is usually a subsidiary of the main unit grammar, serving to build up and consolidate students' acquisition of the language point.
- The unit songs are a great way to end the lesson. They feature the unit grammar and vocabulary and consolidate the new language. (See the *How to…* section on page 31 for lots of ideas about using songs in the classroom.)
- The *Teacher's Book* provides alternative procedure and differentiated tasks to accommodate different groups of learners including mixed-ability and *SEN*.

Extra

- The second *Extra Practice* page provides controlled practice of the second vocabulary and grammar inputs for each unit via another short cartoon story-clip showing the characters working on their assignments.
- *Vocabulary and Grammar worksheet 3* provides extra practice of the new vocabulary and grammar at three levels for mixed-ability groups.
- Songs animations are on the *CPT* and also on the student's website.

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Lesson 4

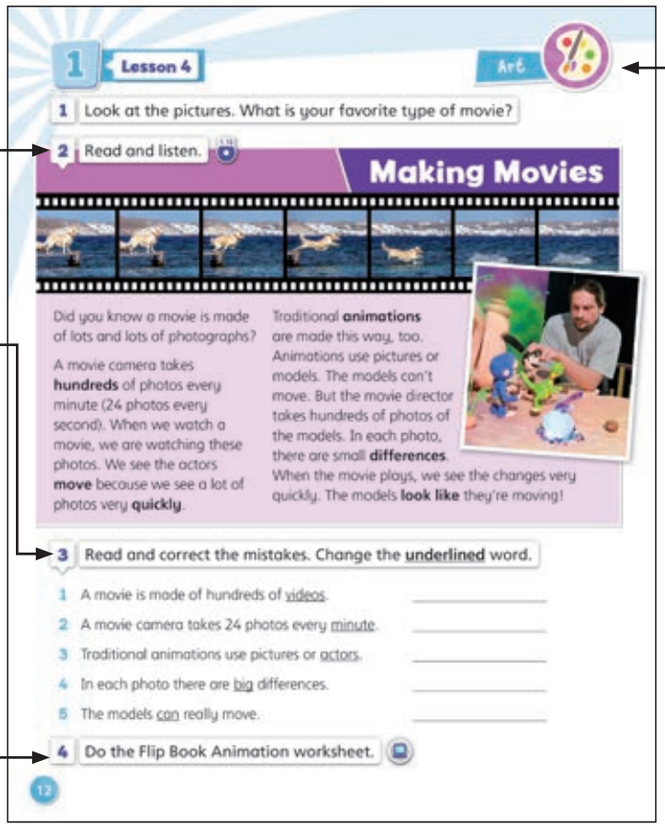
The *CLIL* lesson links in with the unit theme and brings a fascinating real-world dimension to the topic that the story. Students can expand their cross-curricular knowledge and research and learn alongside the characters.

CLIL reading texts are graded to facilitate student comprehension and supported with audio.

CLIL topics are chosen from a range of subjects and cover interesting level-appropriate themes from across the elementary school curriculum.

Interactive activity to check comprehension of the CLIL concept.

Communicative activities on the worksheets will get students talking and thinking!

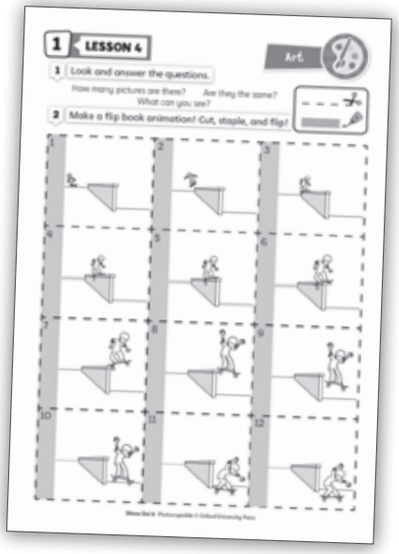

1 Lesson 4
Art
1 Look at the pictures. What is your favorite type of movie?
2 Read and listen.
Making Movies
Did you know a movie is made of lots and lots of photographs?
A movie camera takes **hundreds** of photos every minute (24 photos every second). When we watch a movie, we are watching these photos. We see the actors **move** because we see a lot of photos very **quickly**.
Traditional **animations** are made this way, too. Animations use pictures or models. The models can't move. But the movie director takes hundreds of photos of the models. In each photo, there are small **differences**. When the movie plays, we see the changes very quickly. The models **look like** they're moving!
3 Read and correct the mistakes. Change the underlined word.
1 A movie is made of hundreds of videos.
2 A movie camera takes 24 photos every minute.
3 Traditional animations use pictures or actors.
4 In each photo there are big differences.
5 The models can really move.
4 Do the Flip Book Animation worksheet.
12

Student Book

- The *Teacher's Book* provides ideas for an interactive lead-in to the lesson, featuring vocabulary review and practice games.
- Students do a pre-reading task to help build learning skills and to engage with the topic. The teacher's notes also provide suggestions for activities to activate students' existing knowledge of the lesson topic.
- Controlled new vocabulary input is clearly supported with artwork and labels. The teacher's notes include extra activities and mixed-ability suggestions for different groups of learners.
- The *CLIL* reading text is supported with audio either on the *CPT* or *Class Audio CDs*.
- The fun *CLIL worksheets* provide a carefully graded follow-up activity that allows students to demonstrate their understanding.

Extra

- *CLIL worksheets* provide a structured follow-up activity to the *Student Book* lesson, consolidating the *CLIL* concept and building up to a productive outcome.


1 LESSON 4
Art
1 Look and answer the questions.
How many pictures are there? Are they the same? What can you see?
2 Make a flip book animation! Cut, staple, and flip!

Lesson 4 Worksheet

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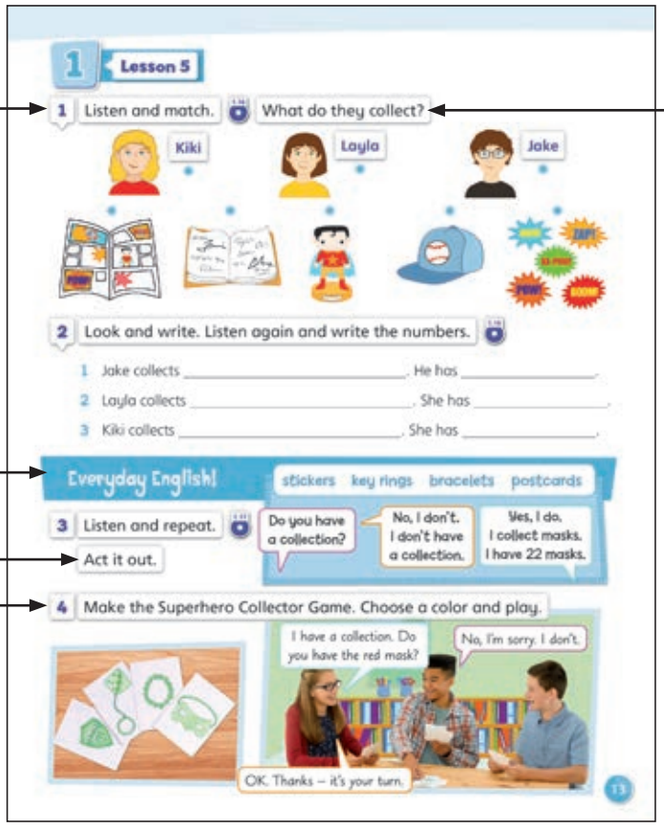
Lesson 5

Lesson 5 provides students with a context in which they can practice useful *Everyday English* phrases. The students listen to clear models of the language before practicing and personalizing their use of it. The lesson ends with a fun, creative craft project.

Listening texts and dialogues are spoken by real-life children and always supported with attractive, colorful artwork or photos.

Everyday English phrases are pulled out of the listening text and supported on the audio for students to practice.

Students can personalize the Everyday English phrases in a communicative pair-work speaking task.


1 Lesson 5
1 Listen and match. What do they collect?
Kiki
Layla
Jake
2 Look and write. Listen again and write the numbers.
1 Jake collects _____. He has _____.
2 Layla collects _____. She has _____.
3 Kiki collects _____. She has _____.
Everyday English!
stickers key rings bracelets postcards
3 Listen and repeat.
Do you have a collection?
No, I don't. I don't have a collection.
Yes, I do. I collect masks. I have 22 masks.
Act it out.
4 Make the Superhero Collector Game. Choose a color and play.
I have a collection. Do you have the red mask?
No, I'm sorry. I don't.
OK. Thanks – it's your turn.
13

Students listen again and do different listening tasks.

Fun, original craft activities give students a chance to make an attractive, creative project and then talk about it with their class.

Student Book

- The *Teacher's Book* provides ideas for an interactive lead-in to the lesson, featuring vocabulary review and practice games.
- The *Teacher's Book* provides support and suggestions for pre-listening tasks to develop key listening skills.
- The first listening task develops listening skills such as listening for gist or listening for a specific detail. The main task develops skills further through a variety of engaging tasks.
- The *Everyday English* is supported with audio either on the *CPT* or *Class Audio CDs*. Students can practice and personalize the new language through a supported speaking activity.
- The *Teacher's Book* provides alternative procedures and differentiated tasks to accommodate different groups of learners.

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Lesson 6

Lesson 6 provides stimulating reading practice. The reading text in each unit is an engaging news assignment produced by a member of the *Junior Crew*. There are a range of text types across the level, and the text consolidates the unit themes.

The values syllabus is tied in here. The values are linked to the topic that the characters and students have learned and discussed in the course of the unit.

Presented in each unit by one of the dynamic, young course characters, reading is supported with audio.

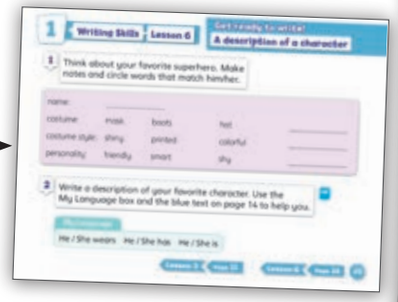
One of the familiar course characters presents the Our Values section. In this way, the students and characters learn and develop together. The values pick up on important themes of citizenship, consideration for others, and also personal development and self-confidence.

A varied reading comprehension task.

Students are encouraged to think about the values and relate them to their own lives.

Students are given guidance and support to produce their own written assignment, on the same theme as the Junior Crew's.

1 Lesson 6
1 Read and listen. Who is Danny Donaldson?
The Movie Exhibition
on Saturday and Sunday at 10 o'clock
By Joe
The movie exhibition is at the River Town Stadium. You can buy comic books, stickers, and pins. You can meet your heroes, and you can collect their autographs!
Who is your favorite superhero? Mine is Comet Kid! Comet Kid has an orange mask. His costume is plain red.
In the movies, Comet Kid's real name is Danny Donaldson. He has glasses, and he's shy and smart. When Captain Stardust needs his help, he changes into Comet Kid. Comet Kid isn't afraid of anything!
Our Values
Joe says: "We can all be heroes! We can help people."
2 Read and answer the questions.
1 When is the movie exhibition?
2 Where is the movie exhibition?
3 What can you buy at the movie exhibition?
4 Who is shy and smart?
5 Whose mask is orange?
6 What is Comet Kid's costume like?
3 Go to the Values chart on page 118. How can you be a hero and help people?
14 Writing Skills Page 99


1 Writing Skills Lesson 6
A description of a character
Think about your favorite superhero. Make notes and circle words that match him/her.
Write a description of your favorite character. Use the My Language box and the blue text on page 14 to help you.
He / She wears
He / She has
He / She is

Our Values
Value question
My notes:
My score
1 How can you be a hero and help people?
2 Where can you learn about your history?
3 How can you be polite to others on public transportation?
4 When can you try hard and do better?
5 When can you encourage your classmates?
6 When can you make healthy choices?
7 When can you be friendly and include others?
8 How can you keep in touch with friends and family?

Lesson 6 Writing Practice

Values are presented by one of the familiar course characters, so that they are friendly and supportive–the students and characters learn and develop together. Values pick up on important themes of citizenship, consideration for others, and also personal development and self-confidence.

Student Book

- Each reading text is supported by audio either on the *CPT* or *Class Audio CDs*.
- The first activity develops skills such as reading for gist or for global meaning. The second task develops students' reading comprehension skills through a range of graded activities.
- The values strand is supported by procedural notes in the *Teacher's Book*, helping students to discuss and respond to the ideas and relate them to their own lives.
- Productive writing output is fully supported on the second *Extra Practice* page at the back of the book.
- The *Teacher's Book* provides alternative procedure and differentiated tasks to accommodate different groups of learners including mixed ability and *SEN*.

Extra

- The second *Extra Practice* page guides students to produce their own writing.
- The values grid at the back of the book helps students to engage with the values presented in the lesson.

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Review

Each unit ends with a Review lesson, giving students the opportunity to bring together the vocabulary and grammar points they have learned in a series of engaging activities.

Vocabulary review activity prompts students to remember and write the new unit vocabulary through a range of fun and motivating activities.

A controlled exercise provides practice of the unit language. Language output is carefully controlled while a variety of fun activity types, including puzzles and quizzes, keeps students engaged and motivated.

Activities involving a combination of cognitive challenge and personalization mean students really connect with the language they have learned.

1 Review
1 Complete the words with the missing letter.
a e i o
1 p__n
2 st__ck__r
3 k__y r__ng
4 br__c__l__t
5 m__d__l
6 c__m__c b__k
2 Follow and write sentences with his or hers.
1 The stickers are his.
3 Look and write questions and answers.
1 (plain mask) Whose plain mask is this? It's Charlie's.
2 (shiny gloves)
3 (printed T-shirt)
4 (plain jacket)
5 (colorful bracelets)
15

Student Book

- Teacher's notes provide ideas for an interactive lead-in to the lesson, featuring vocabulary review and practice games.
- Tasks progress towards freer production as the level progresses.
- The *Teacher's Book* lesson notes provide alternative procedure and differentiated tasks to accommodate different groups of learners.
- The *Teacher's Book* lesson notes provides support for a learner training activity for students to review what they have learned in the unit and congratulate themselves.

Extra

- Unit Tests available on the *Teacher's Resource CD-ROM* at two levels for mixed-ability classes.

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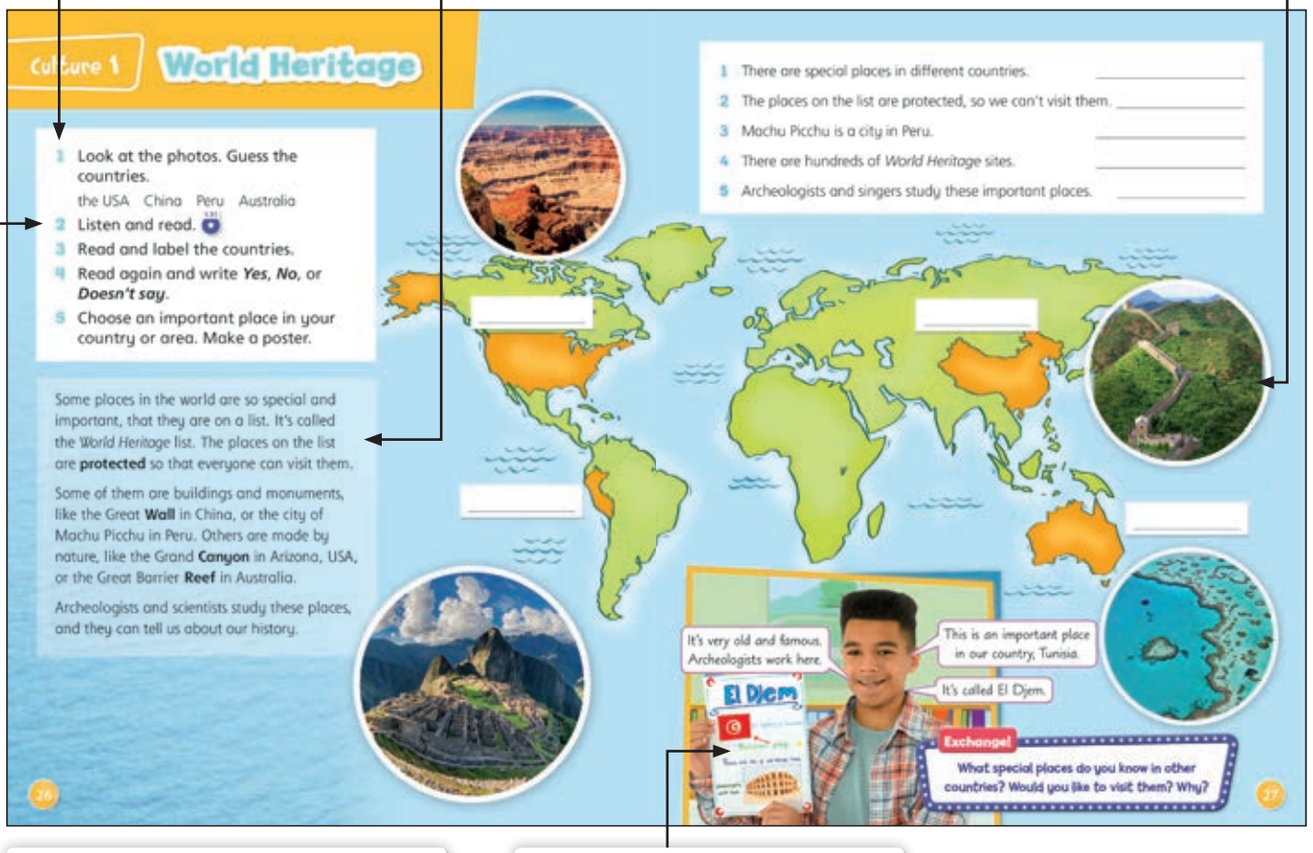
Culture

After every two units there is a bright, colorful lesson presenting an aspect of American culture and life.

Activate students' knowledge and get them motivated!

Fascinating texts bring the culture of the USA to your classroom

Attractive photos to help students connect to the topic.


Culture 1
World Heritage
1 Look at the photos. Guess the countries.
the USA China Peru Australia
2 Listen and read.
3 Read and label the countries.
4 Read again and write Yes, No, or Doesn't say.
5 Choose an important place in your country or area. Make a poster.
Some places in the world are so special and important, that they are on a list. It's called the World Heritage list. The places on the list are protected so that everyone can visit them.
Some of them are buildings and monuments, like the Great Wall in China, or the city of Machu Picchu in Peru. Others are made by nature, like the Grand Canyon in Arizona, USA, or the Great Barrier Reef in Australia.
Archeologists and scientists study these places, and they can tell us about our history.
1 There are special places in different countries.
2 The places on the list are protected, so we can't visit them.
3 Machu Picchu is a city in Peru.
4 There are hundreds of World Heritage sites.
5 Archeologists and singers study these important places.
It's very old and famous. Archeologists work here.
This is an important place in our country, Tunisia.
It's called El Djem.
El Djem
Exchange!
What special places do you know in other countries? Would you like to visit them? Why?
26
27

Comprehension activities to check students' understanding.

Attractive, fun craft projects promote creativity and group work.

Student Book

- *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson, featuring vocabulary review activities and fun warmers and fillers.
- All texts are supported by audio and bright, attractive photos.
- Culture notes in the *Teacher's Book* provide further information about the topic in the lesson.
- The project work is supported in the *Teacher's Book* with procedural notes and guidance.

Culture topics covered in Level 6:

- *World Heritage*
- *Winter Fun*
- *A National dish*
- *School's Out!*

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Holidays

Each level has two holiday lessons to use through the year.

Tasks to activate students existing knowledge!
Fun, fascinating texts bring the festival to life!
Puzzles and games for a great holiday lesson.
Holidays
New Year
1 Look at the pictures. Does your country have a celebration like this?
2 Listen and read.
3 Look and complete the puzzle.
4 What do you know about New Year in these countries? Find out!
5 Make a list of four resolutions.
In many countries around the world, people celebrate the start of the new year on January 1st. New Year's Eve is December 31st. Families have parties, with friends and neighbors, and everyone stays up late to watch the fireworks.
At midnight, everyone counts down backwards from 10, then wishes their friends and family a Happy New Year!
backwards
10, 9, 8, 7, 6, 5, 4, 3, 2, 1 ...
Happy New Year!
New Year is a time for new things. Some people wear new clothes. Some people make resolutions, or promises, about how they can feel better in the new year. Do you make resolutions?
midnight
celebrate
Visit Grandma and Grandpa every Sunday.
Join the nature club.
Walk the dog every day.
Be nice to my sister!
resolutions
94
C
M
R
N
P
F
CLUES
1 This is what we do on festivals and holidays.
2 These are bright, colorful explosions in the sky.
3 This is a holiday on January 1st.
4 This is 12 o'clock, at night.
5 When people get together to have fun it's a ...
6 These are promises to do something better in the new year.
China
Thailand
Here are my New Year's resolutions:
Eat more fruits and vegetables.
Help my mom and dad at home.
95
Attractive photos to help students connect to the topic.
Creative craft projects to display and share.

Student Book

- The *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson, featuring holiday vocabulary review activities and fun games and extras for a great holiday lesson.
- All texts are supported by audio and bright, attractive photos.
- Culture notes in the *Teacher's Book* lesson notes provide further information about holiday traditions and activities.
- The project work is supported in the *Teacher's Book* with procedural notes and guidance.

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Digital components

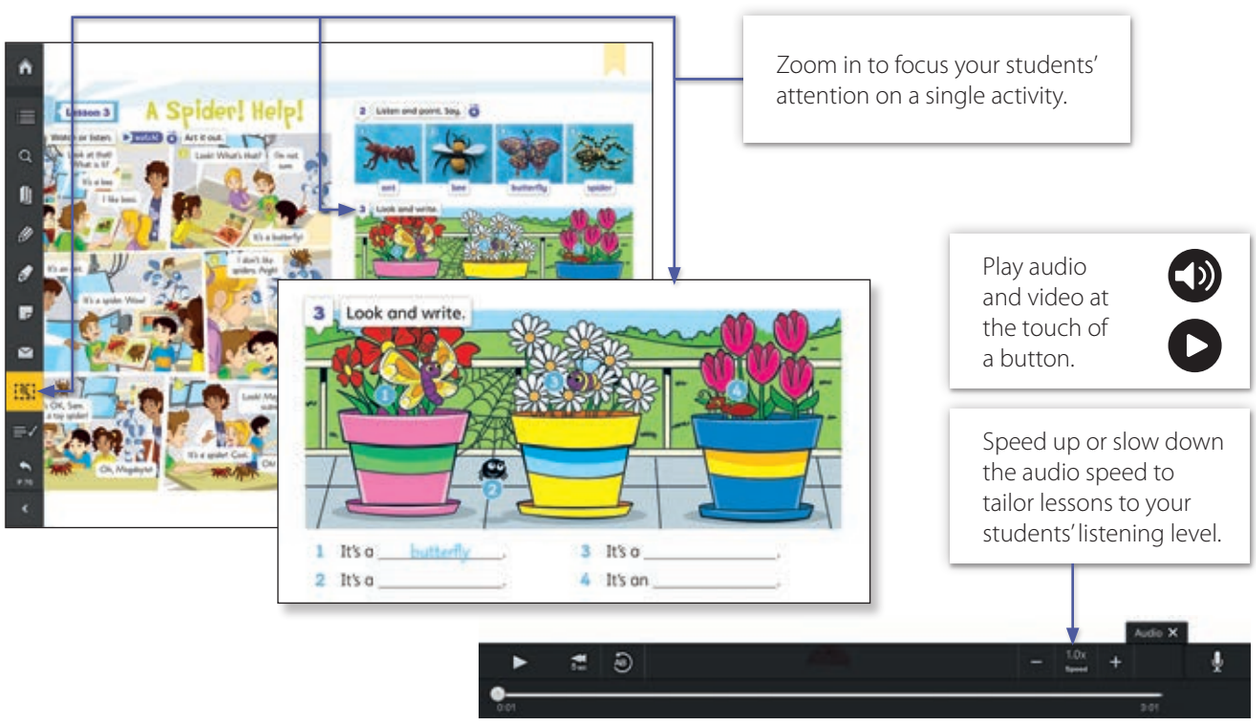
Shine On! Classroom Presentation Tool

Deliver heads-up lessons with the Classroom Presentation Tool.

Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer and connected to an interactive whiteboard or projector.

Play audio and video at the touch of a button. Highlight and zoom can be used to focus students' attention. These easy-to-use tools mean lessons run smoothly.

Take your Classroom Presentation Tool with you, and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.



Zoom in to focus your students' attention on a single activity.

Play audio and video at the touch of a button.

Speed up or slow down the audio speed to tailor lessons to your students' listening level.

Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.

Work on pronunciation in class: record your students speaking, and compare their voices to the course audio.

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Websites

For the Teacher

Shine On! teacher's website

www.oup.com/elt/teacher/shineon

The teacher's website contains everything you need to prepare your lessons:

- *Worksheets* for *Student Book* lessons
- Syllabus planning documents
- *Classroom language* support with audio
- Teacher training videos

For the Student

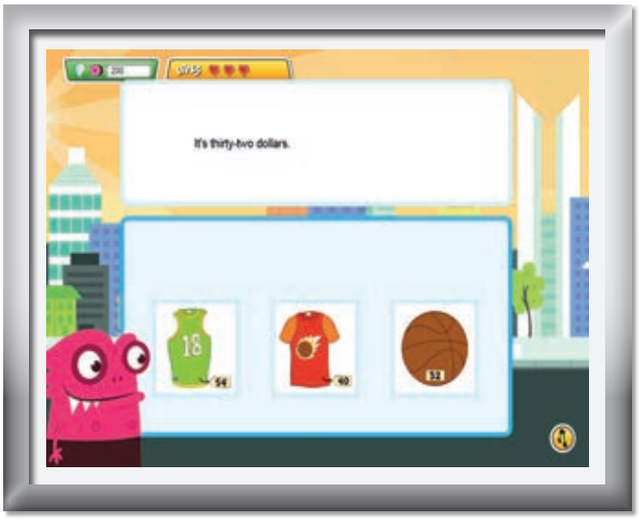
Shine On! student's website

www.oup.com/elt/shineon

The student's website allows students to practice English in a fun and inclusive environment. They will enjoy accessing the material in class or at home with their parents.

The student's website contains:

- ***Shine On!*** *Online Play* games for practicing the language learned in class.
- *Class Audio CDs* files.
- Interactive *Picture Dictionary*
- Song animations
- Story animations (Levels 1–3)
- Downloadable activities to do at home, e.g. greeting cards, door hangers
- Section for parents



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Using Graded Readers with *Shine On!*

Using *Graded Readers* in the Elementary Classroom is an effective way to engage students of all abilities and learning needs. By motivating students to read for pleasure in your English class, you give them the opportunity to learn without the fear of failure. Each student can choose a reader they are interested in and at a level that is appropriate for them. *Graded Readers* are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each student will be able to find a book suitable for them.

Classic Tales

Level 1

Level 2

Oxford Read and Imagine

Starter

Beginner

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Oxford Read and Discover and *CLIL*

Oxford Read and Discover provides support for *CLIL* lessons which can be thematically linked to the *Student Book CLIL* lessons or other cross-curricular subjects. Each book contains photos to spark students' interest in the topic and bring the subject matter to life. In addition, there are interesting diagrams, maps, and charts which encourage critical thinking and support new *CLIL* vocabulary.

Each *Oxford Read and Discover* book contains:

- Audio with the text read in both British and American English
- Language reinforcement activities
- Activities for developing critical thinking skills
- A project activity to complete in class

For a full list of the *Oxford Read and Discover* titles, please visit: www.oup.com/elt

Geography

Level 1

Art

Level 1

Geography

Level 2

Science

Level 1

Social Science

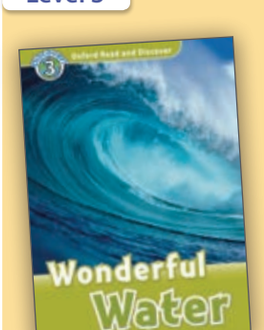
Level 2

Level 3

Science

Level 2

Level 3



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Professional Development

A range of professional development titles to accompany ***Shine On!***

Into the Classroom

Short, practical guides to understanding and implementing new developments in teaching. Each guide focuses on a new development in teaching with ideas to help you introduce it into your classroom.

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OXFORD TEACHERS' ACADEMY

Teaching English to young learners

Online professional development

Who is it for?

Teaching English to Young Learners is a course suitable for teachers with an initial teaching qualification and some teaching experience. Non-native speakers are recommended to have a minimum B2 level on the CEFR.

The course aims to enhance the knowledge and skills needed to teach English to young learners. It takes approximately 30 hours to complete and includes input on key concepts and approaches, video, animation and audio clips, discussions, practical tasks, opportunities for reflection, suggestions for further study, and ideas to try out in the classroom.

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Session topics and aims

Session 1: How children learn

- To review key learning theories and their application.
- To compare how children of different ages learn.
- To analyse classroom activities and lesson plans in relation to the theories and principles covered in the session.

Session 2: Learning to learn: 21st Century Skills

- To examine the skills children need to be able to learn effectively.
- To identify what the key 21st Century Skills are.
- To explore tools and activities that prepare children for lifelong learning in the 21st century.

Session 3: Classroom management

- To explore ways of managing interaction in the classroom.
- To examine strategies and practical ideas for working with large or mixed-ability classes.
- To identify ways of using the learners' first language (L1) as a resource.

Session 4: Developing listening and speaking skills

- To explore the principles of teaching and learning listening and speaking skills.
- To analyse the sub-skills involved in listening and speaking.
- To evaluate a range of activities, including storytelling, for teaching listening and speaking.

Session 5: Literacy

- To examine the nature and use of literacy in the 21st century.
- To explore how literacy can be taught to younger and older young learners.
- To evaluate a range of practical activities and assess their suitability in helping children to become literate.

Session 6: Grammar and vocabulary

- To review current theories on teaching and learning grammar and vocabulary.
- To identify the aims of a range of grammar and vocabulary activities.
- To examine a range of practical activities and assess their suitability for young learners.

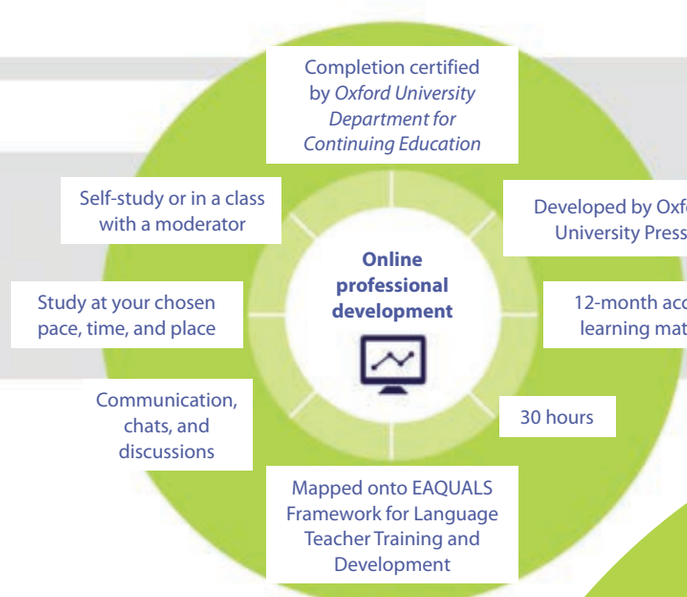
Session 7: Resources evaluation and lesson planning

- To evaluate the suitability of different resources in a specific teaching context.
- To examine the benefits of good practice in lesson planning.
- To consider the range of resources available for a 'teacher's toolbox'.

Session 8: Feedback, evaluation, and assessment

- To examine the importance of assessment in learning.
- To compare different assessment methods.
- To understand how to use appropriate classroom assessment tasks.

Course characteristics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How to ...

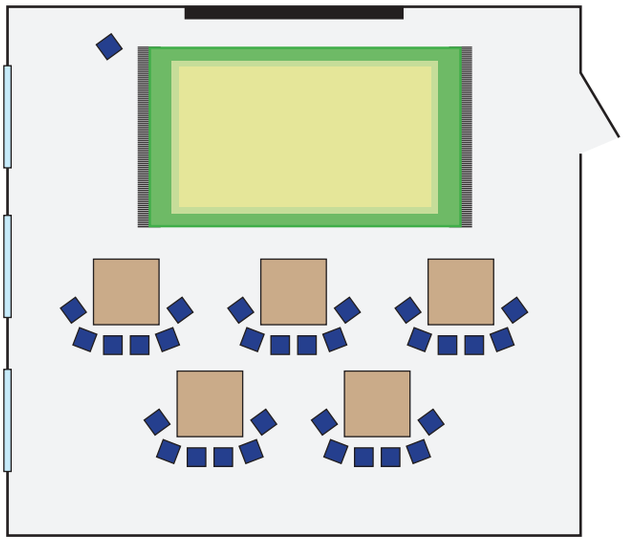
Teaching young learners English is an incredibly rewarding job. Their youth means they are open to learning and able to learn language at a much quicker rate than older students. Their transformation into English speakers is clear from lesson to lesson, and year to year. In order to engage your class, help them learn effectively, and get the most out of your English lessons with ***Shine On!*** you might like to incorporate some of the following ideas.

1 Managing your classroom

Organization is key to a free-flowing lesson and well-managed classroom. The following ideas will help you to create a fun, positive and focused learning environment for your students. You will be able to prepare for the class and manage your young learners during it.

1.1 How to organize my classroom and furniture

Consider how you will organize the physical space in your classroom:



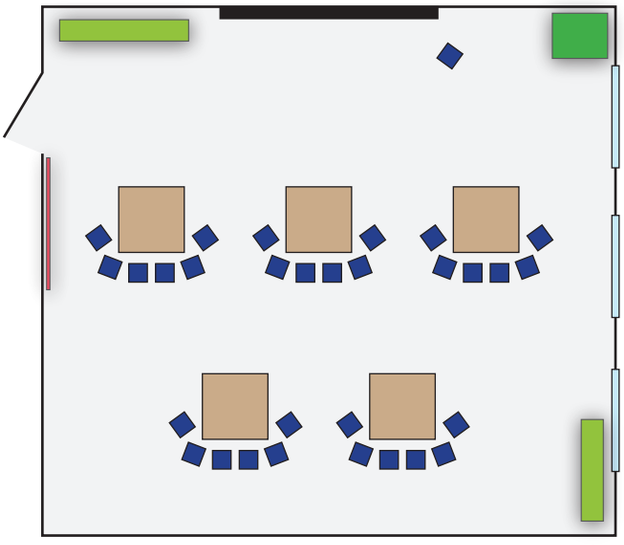
- Young learners work best in pairs and groups. They should be seated at tables where their materials, such as pencils, colored pens, books, paper, paints, etc., can be spread out and reached easily by all of the students. If possible, seat the class in groups of four to six students.
- Make sure every student can see the board and that there is space for you to walk around the room between desks and chairs.
- Provide a space where students can move in the class and by the board for activities such as *Flashcard* games and activities where they walk and talk.

Think about where you will stand or sit when you do activities:

- Stand directly in the center at the front of the class when you want to focus students' attention on you: to stop, start, or explain an activity. This also works well if students start to lose focus on an activity.
- Use the board to set up and explain activities, and stand to the left or right of it when you are showing students what you want them to do. Make sure you don't obscure the board for any them.
- Walk around the class and kneel next to students to help them when they are completing a task. They will feel more relaxed and able to respond to you from this position rather than you standing above them.

If you have a class with a lot of students, but you don't have much space and you aren't able to move the furniture in your classroom, try to make the most of the space you have.

Classroom organization



- Ensure that students are seated looking at the board for all presentations, stories, and games.
- Ask students to work with the person next to them, sharing colored pens, paper, etc. to enable collaboration.
- Get students to stand at their desks to sing songs, do craft activities, or play vocabulary games with *Flashcards*.
- Provide activities that allow students to stand up, push their chairs in, and move around the edges of the room to make the most of their natural desire to move.

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1.2 How to prepare a seating plan

Once you have considered how you will set up your room, think about who will sit where:

- If you know very little about your new class, look at the name list and draw a seating plan making sure you have a mixture of girls and boys seated together, e.g. two boys, two girls, two boys, two girls, etc.
- If you know more about the students, consider who works well together, who are stronger and more independent, who are more lively, which students may have special educational needs, and which students are shy and reserved. Draw up a seating plan considering these details and tell the students where they will sit. See how it goes for a couple of weeks, and if it's not working, change it. You are the teacher after all!
- Make sure each group of students you place together has a mixed ability. Put a couple of stronger and weaker students together at the same table. Place a lively student with them, so he/she can be encouraged to work by seeing his/her hardworking peers do well.
- Seat students with special educational needs (*SEN*) at the front of the class where you are able to interact with them quickly and one-on-one when they need you. Make sure they are also seated with stronger and weaker students, so they are able to interact with a range of levels.

1.3 How to establish routines

Young learners love the security of a routine. They enjoy repetition and work well in a structured environment. Many routines will give students the opportunity to interact in English, e.g. using classroom language. By putting a few basic routines in place, you will have an easier time managing your class and you will create a more effective learning environment. Once students know the lesson routines, they will understand what is expected of them in class and will be encouraged to use language in a natural and meaningful way.

- When students arrive outside your classroom, ask them to *Line up, please* before they come in to class. Say *Put your bags away* either on hooks or on the backs of their chairs, so they are out of the way and won't impede movement in classroom activities.
- Say *Sit down (at the front / at your desks). Thank you*. And ask *Who's sitting nicely?* to encourage students to sit up straight at their desks.
- Take attendance and encourage students to greet you, e.g. *Good morning, Mrs Samuels*.
- Ask students to raise their hands when they want to ask or answer a question in class.
- Have routines throughout the lesson for each stage and activity. For example, to get students to engage in a song activity, say *It's song time! Stand up. Push your chairs in, please. Are you ready?* Use hand gestures as you say these sentences, e.g. two hands moving up as you say *Stand up*. Two hands pushing an imaginary chair as you say *Push your chairs in*, and a thumbs up as you say *Are you ready?*
- To set up a *Student Book* activity, show students what they need to do before they open their books. This will keep them focused on you and the board and not on playing with their pencils and books.
- When you want students to focus on their books, say *Take out your books*, and hold up your *Student Book* to help them understand. Say *Open your book to (page 4)*, showing them the correct page and checking that they are all on it to do the activity.
- When an activity ends and you want to move on to something else, or when you want to get students' attention, say a chant, clap a rhythm, or count down from five to one. You could silently mime an action and encourage them to silently copy you. Keep going until everyone in the room has joined in and is focused back on you. Set this routine up so students are challenged not to be the last one to join in.
- When the classroom gets noisy, lower your voice rather than raise it. Students will have to be quiet to hear what you are saying.
- Create a place to store art materials so students know where to collect them from and where to return them to. Encourage students to ask for materials politely when they need them, for example, *Paper, please? OK. Thank you.* and to pack away and clean up after they have used materials.
- Encourage students to place their homework in the same place on your desk or at the front of the class each lesson.

1.4 How to reward the class and give them praise

Students respond well to praise and it can really build their self-confidence. They are incredibly eager to please and do well at this young age, so it's a good idea to use it to your advantage.

- When students use English in class, no matter how little or well, praise them. Use a range of positive words and expressions so they quickly learn and understand, for example, *Good job, Anna! Excellent! Amazing! That's wonderful, Joe!* Accompany these with appropriate gestures such as clapping your hands, a smiley face, or that young learner favorite, a high five! When students see others receiving praise, they will be encouraged to do the same.
- Let students know what you are praising them for, for example, *Good job, Olivia! You finished your picture.* or *That's wonderful, Natalie! You put away your things.*

A **reward system** is a great way of using positive praise to encourage good behavior in the class room. It helps manage a class of very young learners who are naturally competitive.

- If you see your students a few times a week, try a reward chart. Write their names in a list either on an IWB flipchart, on a projector film, or a large piece of paper that you can place on the wall or bring to class each lesson.
- Tell students that they will be awarded stars for things they do well. The stars can simply be drawn on with a board marker.
- Establish what the students will get stars for: for example, listening to the teacher, following class routines and instructions, working well with their peers, doing their work well, helping the teacher, and showing that they have understood and can use the values they have learned in class.

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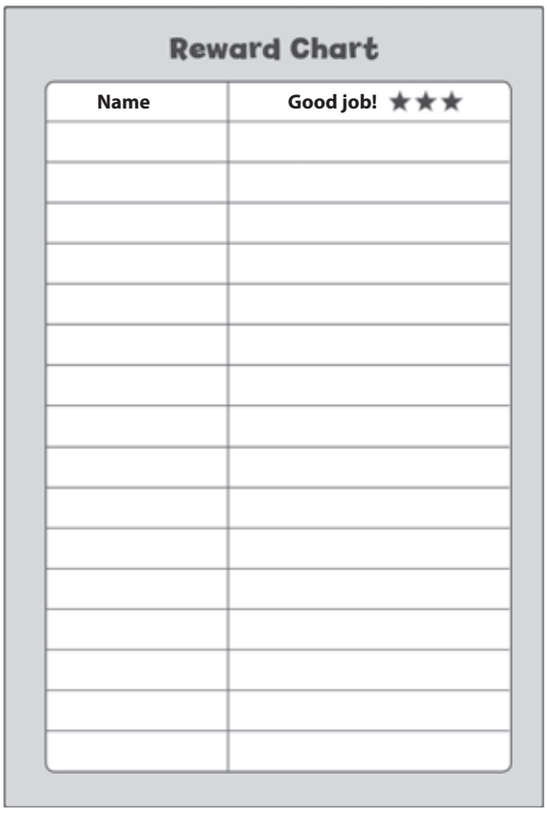

- When a student gets, or various students get, ten stars, reward them by giving them a high five and saying *You're the winner*. Then let them stand at the front of the line when they leave class that day, or let them choose a song to sing or a *Flashcard* game to play in this or the following lesson.
- Try to allocate stars fairly so no one becomes disheartened and students see that reaching ten stars is achievable. Keep a record of who has won ten stars to make sure all of the students reach this milestone and win a prize. Try to time the stars so that they reach them at the end of the week, two weeks, month, or term, whichever you feel works best for the class. Start the process again.
- If you see your class only once a week and want to give more immediate praise, simplify the reward chart. For example, tell students their goal is to win five stars by the end of the lesson. Choose achievable targets for them to get stars. For example, sitting up nicely or saying *good morning / good afternoon* when you take attendance.

Use **competition** to motivate the class.

Students of this age are naturally very competitive. In order to motivate and focus the class on a task, turn a game or *Flashcard* activity into a team competition. You could divide the class into two large teams to play against one another or smaller groups of five to six students. Ask the teams to choose a team name that corresponds with the topic you are studying. For example, if you are studying animals, teams choose an animal team name, e.g. Team Fox vs. Team Bears.

Award teams points for correct answers. Try and manipulate results so that no team completely out-scores the other and so that one team doesn't always win. This will help to maintain motivation.

Use the *Our Values* sections and set up a **Values Routine**:

- Read the values statement in English and make sure students understand in their own language. Give them an example of the value, e.g. *What do you eat to stay healthy?* and explain what it means and why it is important. Use examples from the unit story and your classroom interactions or activities.
- Involve and encourage students to share their ideas about what the value means and how they can apply it or have applied it, both in the classroom and at home.
- Use the *Our Values* grid on page 118 of the *Student Book* to discuss these values. You may discuss the values as a class or in pairs, and then as a class. Ask students to take notes, writing three or four examples for each value as you come across them in lessons in the *My notes* section. Ask students to rate themselves on how well or how often they do these things at home and at school by asking them to color in one to five stars – one for 'not often', up to five for 'often'. Ask them to try and improve on this score by thinking about the value in question more often.
- Take note of students showing the use of these examples in class time. For example, considering the value *What do you eat to stay healthy?*
- Notice when they help a friend with an activity or in a team game. Award them a star on your star chart and tell them to color in another star on their *Our Values* grid on page 118 if they have any remaining.
- Set the class a goal around the specific value. Tell them you'd like them to remember to, for example, try a new sport at school or with their friends and tell the class about it. Give students a reward as detailed above.
- At the beginning of the next class remind students of the value and ask them if they have thought about it / acted on it that week.
- Incorporate the values into your reward system.

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2 Keeping young learners engaged

Keeping young learners engaged in the lesson means creating an active, meaningful, and well-paced lesson. Students of this age are naturally very physical. They are primarily visual (learn by seeing) and kinaesthetic (learn by doing) learners who need to physically interact with each other and the lesson in order to be engaged and motivated.

2.1 How to calm my class down or wake them up

- ***Shine On!*** provides varied resources to keep young learners engaged, and each lesson provides active warmer and finisher activities from the *Ideas bank* (see *Teacher's Book* page 160). When you want to motivate, reenergize, or calm and quiet down your class, try the following:

How to calm my class down:

- Remove distractors when you're giving instructions. Make sure students' desks are clear of pencils and books when you explain how to do an activity or talk to the class.
- Don't give out art materials for a craft activity until you have shown a model and explained what they need to do.
- Play calm music when students are coloring or making crafts.
- Talk in a calm voice and try not to shout. The louder you get, the louder the students will get. To regain their focus when they are being noisy, raise your hand and ask the rest of the class to copy you silently. The quieter, more focused students will copy you. Once the whole class is raising their hands silently, put down your hand and say *You're too loud. Be quiet, please.*
- Move students and seat them at the front of the class to talk about topics or values.
- Do a simple picture dictation. Ask students to listen to your instructions and draw and color a picture. You could practice body parts, animals, and colors, or any other vocabulary they know.

How to wake my class up:

- Get students standing up and sing a song or a say a poem. Play with the pace and sing faster or slower so they really wake up.
- Ask students to stand up, sit down, or clap their hands when they hear a word you've chosen in a story or song.
- If you are teaching your class vocabulary and they lose focus, place *Flashcards* around the room and ask them to walk to the word you say and touch the *Flashcard*.
- Seat the students at the front of the class when you present new vocabulary and place the *Flashcards* on the board. Ask pairs of students to stand in front of the board and touch, or hit, the correct card when you call it out.

2.2 How to use songs and poems

Students love to sing songs because of their musical and physical nature. Songs also provide a natural way in which to interact with language. They work really well in mixed-ability classes, as the whole class works as a group. While stronger and more confident students sing out loud and really get to show off their English, shy and weaker students blend in with the whole class as the music is played. ***Shine On!*** reviews the vocabulary and grammar structure with an engaging pop song. To make the most of the songs and provide support for the whole class, you could plan your lesson like this:

- Listening 1 – Play the song or poem once for students to listen through fully. They might want to dance or clap along as they listen.
- Listening 2 – Play it again, this time providing a fun, kinaesthetic task for students to do as they listen. For example, ask them to point to the correct *Flashcard* when they hear the word, (e.g. *drama, pottery, English,* etc.) in a larger class, or run and touch it in a smaller class. Alternatively, give groups of four to six students a flashcard to hold up when they hear that word in the song. In a more confident class, ask students to listen to the song and write the *objects, activities,* or *times* that they hear to really challenge them.
- Listening 3 – Play the song or poem and pause after each line for students to repeat chorally (as a class). Ask them to make up actions for vocabulary in the song. This could be done in groups with students teaching the actions to the rest of the class, or as a whole-class activity.
- Listening 4 – Play the song or poem again for the class to sing all the way through together.
- Play the song or poem in the following lesson to sing through together with actions or *Flashcards* to review the language used in previous lessons.

2.3 How to use stories

Using stories to teach English to young learners is a great way to engage students in the lesson and present language in context. Language learning appears secondary to the interesting characters and colorful pictures. Pictures also provide meaning for the language that has been, and will be, taught. To engage the whole class, you could plan your story lessons like this:

- Use the *CPT* animation to engage the students. Make sure the whole class can see the board clearly and seat them at the front if you have space.
- Ask the class to look at the first frame and say who and what they can see. Ask them to guess what they think the story will be about and why.
- Play the recording or animation through for the students to listen and check their pre-reading ideas. Were they correct or not?
- Play the story again and pause between each frame or at the end of the story and ask questions about each frame to check students' understanding and to use and elicit the grammar and vocabulary of the story. Questions are provided in the *Teacher's Book* lesson notes for each story.
- Talk about the story when you have finished reading it. Ask questions about it to help personalize it for the students, e.g. *Do you belong to a band? Do you play an instrument?*
- Encourage students to join in with the story. You could get them to say the lines along with the recording and then allow them to act out the story in small groups. If you prefer not to act out the story, or you don't have space, divide the class into groups by character and play the recording for each group to say the lines for their character.

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- Acting out the story is a great way for students to engage with the characters, practice reading and speaking skills, and have a fun, motivating lesson.
- Put students in groups and assign every student a role. Make sure that everyone gets a chance to speak and that larger roles are swapped around and don't always go to the same students! If you know that shy students don't want a big role, encourage them to take a smaller part and join in and have fun.
- You can build confidence by rehearsing chorally, by putting all the students who are playing the same role together and playing the recording for them to speak together.
- Encourage students to listen carefully to the way the characters say their lines, and try to mimic the intonation for dramatic effect.
- Put the groups back together and give them time to rehearse their lines.
- At the end of the lesson, ask a few groups to come up and perform for the class. Make sure that a different group performs each time, so that everyone gets a chance to shine!

2.4 How to do craft activities

Craft activities are a great and much loved way for students to interact with English in a kinaesthetic way and use the language they have learned in a natural context. Every unit of ***Shine On!*** includes a colorful and interactive craft activity. To get the most out of your craft lessons, you could plan your craft lessons like this:

- Prepare a completed example of the craft before class to show students what they will be making. This will engage students and help them to think about what materials they will need. It will also help them understand your instructions better.
- Organize the materials that you will need for groups, e.g. scissors, glue, paint, and colored pens, etc. before class. As the course progresses, or with more confident classes, encourage students to ask and give out materials when they need them, e.g. *Scissors, please? Here you go. Thank you*.
- Keep your instructions simple and in English so they become part of the learning experience.
- Think about what language you want students to use during the making of the craft and in the activity after, and model this language as much as you can as you go through the stages.
- If you like, you can get the class to make each craft following your step-by-step instructions. For example, *First, cut out the circle.* Monitor and help students complete this part of the craft. Continue with the next stage when the whole class is ready to move on. Young learners can have varied fine motor skill ability, e.g. some are great at using scissors and some are not, so staging your craft lesson in this way will keep them all at the same pace and provide support to all of the students.
- Encourage students to show their crafts to their families. They can tell their families what they did in class and may even use the language from the lesson. This is a great way of involving the parents in their children's learning.

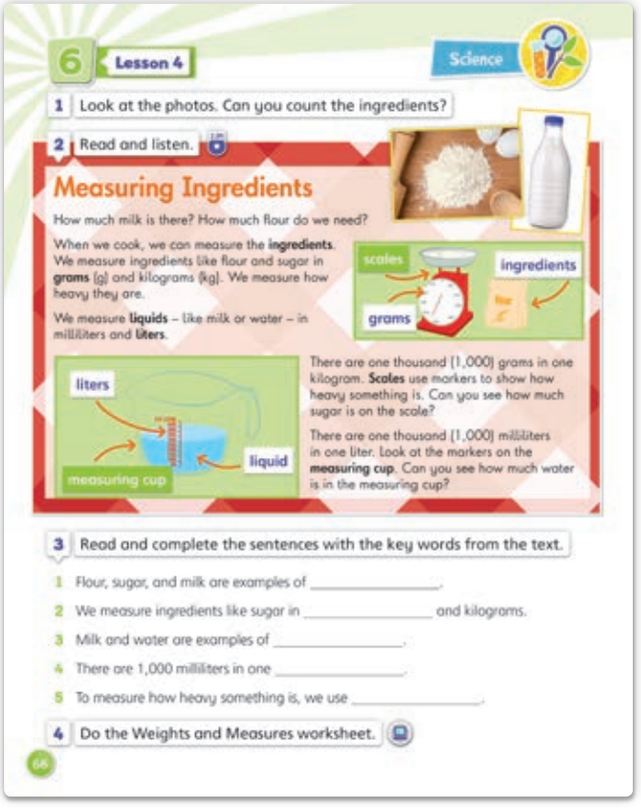
2.5 How to include the animated stories and songs

The stories and songs in ***Shine On!*** are brought to life through colorful animations, which can be used on your whiteboard. This provides a focal point for you to further engage and focus students when telling stories or singing songs. They also support the needs of a less confident class or less confident students within a mixed-ability class.

- When reading a story to the class for the first time, do so using the story animation. Pause at each frame and ask the class questions, e.g. *Who is he? Where is she? What is that?* Also, ask them prediction questions to help develop their critical thinking skills, e.g. *What do you think will happen next?* Follow this up by asking the students to read the stories in their books.
- Alternatively, after you have a read a story to the class, use the story animations to play some vocabulary review games. For example, shout out a word and students point to it: *Seal! There it is! Charlie! There he is!*
- The song animations provide a visual context to the language used in the songs.
- Focusing the class on the song animations on the board will also encourage those students who are more shy to sing and enjoy the music as the focus of the class is on the board and not on individual students.

2.6 How to teach *CLIL* lessons

Lesson 4 of every unit has a colorful and interactive *CLIL* lesson in ***Shine On!***


6
Lesson 4
Science
1 Look at the photos. Can you count the ingredients?
2 Read and listen.
Measuring Ingredients
How much milk is there? How much flour do we need?
When we cook, we can measure the ingredients. We measure ingredients like flour and sugar in grams (g) and kilograms (kg). We measure how heavy they are.
We measure liquids – like milk or water – in milliliters and liters.
scales
ingredients
grams
liters
liquid
measuring cup
There are one thousand (1,000) grams in one kilogram. Scales use markers to show how heavy something is. Can you see how much sugar is on the scale?
There are one thousand (1,000) milliliters in one liter. Look at the markers on the measuring cup. Can you see how much water is in the measuring cup?
3 Read and complete the sentences with the key words from the text.
1 Flour, sugar, and milk are examples of _____.
2 We measure ingredients like sugar in _____ and kilograms.
3 Milk and water are examples of _____.
4 There are 1,000 milliliters in one _____.
5 To measure how heavy something is, we use _____.
4 Do the Weights and Measures worksheet.
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- Content Language Integrated Language lessons (or *CLIL* lessons) focus the students on content language, e.g. the other subject the students are using such as math or science instead of purely focusing on their English. They are simply using English as a means of completing this lesson. ***Shine On!*** uses science, math, geography, and art as its content subjects.

CLIL lessons have a number of benefits for this age group:

- *CLIL*-based lessons help to build the students' knowledge about a topic outside of English.
- Focusing on a topic that isn't directly English grammar or vocabulary also provides students with a natural way to use language without drawing attention to it.
- These lessons also give confidence to those students who might find the cross-curricular subject interesting, e.g. rather than English. This provides them with a 'time to shine' in a class they might otherwise find difficult or uninteresting.

In order to get the most out of your *CLIL* lessons:

- Use pair and group work to get the most discussion and interaction out of the students in English.
- Call on students who are strong at math, science, art, or geography, asking them to answer questions and to tell the class related interesting facts. This is particularly important if these students tend not to enjoy learning English. They will now be able to show how good they are at something else!

2.7 How to teach listening skills

Levels 4–6 of ***Shine On!*** provide listening lessons to develop this important English language skill in your classroom. Each lesson comes with a first-listening and second-listening task.

To effectively develop this skill:

- Provide a pre-listening task for each text. Ask students to look at the pictures or drawings in the listening activity and say what they can see. In pairs or as a class, predict what it might be about.
- Explain and check the instructions for the first-listening task. Play the listening and ask students to check their answers in pairs before you go over them with the class.
- Ask students to read the second-listening task questions, sentences, or options before they listen again. Encourage students to guess answers before they listen. Let them know that it's OK for them to get these answers wrong. It is simply a technique to help them listen more effectively as they consider the answers more carefully. Again, ask students to check their answers in pairs before you go over the answers.
- A post-listening task for each text includes an *Everyday English* expression that has been taken from the text. The students are then able to personalize the language in a meaningful and realistic way.

3 The Mystery Message

In the Starter Unit, the course characters, Joe, Lily, Stella, and Charlie receive a mysterious message. They can't read it! Throughout the level, students will solve a clue in each unit to decode the message lesson by lesson until eventually they can read the message and *Help the Junior Crew!*

3.1 How to set up the Mystery Message

- The *Help the Junior Crew!* activity comes at the end of each story lesson. Students are given something to look for in the story. When they find it, they record the symbol that is on it, and turn to page 119 to decode it.
- On page 119 there is a grid. Students must find the symbol on the vertical and horizontal axes and track up and across until their fingers meet. The decoded word is written in the square where the two lines intersect. They then write the word(s) for the unit they have just decoded in the jumbled message below.
- Build this routine into each story lesson to make the gradual discovery of the message as fun and suspenseful as possible!

3.2 How to celebrate decoding the Mystery Message

- The decoded message reads as follows: *Now it's your turn to discover the world.*
- The idea is that the characters received the message when they joined the news team. The students learn skills and language throughout the year, so that by the end of Unit 8 they are ready to be on the news team, too! When they finish the level, and decode the whole message, there is a photocopiable press pass in the *Teacher's Resource Pack*, which you can hand out to students to reward them for their year's work. They are now *Junior Crew* members, too!

4 Encouraging and creating an English environment

Surround students in English both visually and aurally so learning is everywhere. As well as using songs, poems, and stories in English, build the English environment using some of these ideas:

4.1 How to make English visible

- Bring English children's books and comics to class. Allow students to look at them when they finish activities quickly or have a spare five minutes, or read them to the class yourself.
- Put the ***Shine On!*** English language posters on the wall as well as other English cultural posters you might have.
- Display the students' work on the walls when they create a special piece of work to give them a further sense of achievement.

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4.2 How to use classroom language

Shine On! comes with a comprehensive list of functional classroom language to make English the language of your class. The repetition of functional classroom language will be soaked up by your students, and their understanding of English will quickly develop.

- Place the *Classroom language* poster on your class wall to refer to easily.
- Use actions or facial expressions and gestures. For example, as you say *Open your book*, use your hands together, opening up like a book. Nod your head and smile as you say *Good job!* Or put your finger to your lips as you say *Quiet, please.* Instructions that are repeated in classroom routines will also quickly be understood, e.g. *Good morning, everyone / sit down, please / put down your pencils / touch the card / Goodbye, see you tomorrow / next week,* etc.

Classroom language for *Shine On!*

The audio version of this language is available on the ***Shine On!*** teacher's website.

To start the lesson:

Good morning / Good afternoon.
Hello, everyone.
Are we ready?
Listen.
Sit down, please.
Stand up, please.
Let's sing.
Let's play a game.

To start an activity:

Open your books. Look at page (four).
Close your books. Look at the board.
Look at the poster.
You need a pencil / your colored pens / pencils.
Color the picture.
Draw a picture.
Cut the paper, fold the paper, stick here.
Count and match the number.
Circle.
Say the word.
Work together.
Move your chairs.
Ready?

During an activity:

Pick up your pencils.
Repeat after me.
Repeat after the recording.
Say it again!
Good job!
Very good!
That's great!
Show me.
Put your hand up!
Can you remember?
Quiet, please!
OK?

General interaction:

Come here!
Give me your book, please.
Touch the Flashcard.
Point to the Flashcard.
Thank you.
Help me, please.

At the end of a lesson:

OK, stop now.
Put down your pencils.
Close your books.
OK! That's the end for today.
Clean up your books and pencils.
Goodbye, everyone.
See you tomorrow / next week.

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5 Engaging with parents

5.1 How to show parents their child's progress

- A quick and easy way to let your students' parents know how their child is doing in class is to mark their work. This can be by awarding them a sticker after they complete each lesson or simply by drawing a smiley face or a star on their *Student Book*. A brief comment is also great if you have time, such as *Great reading today!* Or *Thank you for helping!* Allow time at the end of your lesson to mark each student's work.
- ***Shine On!*** comes complete with beautiful, easy-to-use crafts, as well as comprehensive *Workbook* activities. These help to practice the language of the lessons. Encourage students to show them to their families and talk about what they have learned at school.

5.2 How to use the student/parent website

Shine On! comes complete with an interactive website for students and parents to use at home. It is filled with language games and extra English activities that the students can use at home.

- Encourage parents to spend a little time looking at the website and playing the games with their child. Just five minutes of interaction and their interest will encourage students to be interested in learning English. This will also help to motivate them in class.
- Let parents know that it's OK if they don't speak English as the website is intuitive and students will have covered the language in class – it's just great that they are involved in their children's learning.
- Students and parents can watch the animated stories and sing songs together on the website.
- Encourage parents to ask their children questions about the songs and stories in their own language to engage the students in learning English.

Oxford Parents is a website where your students' parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practicing English outside the classroom can really help students become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practicing stories, songs and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit www.oup.com/elt/oxfordparents and have fun helping their children with English!

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Creating an inclusive classroom

In this section you will get some practical advice and tips on teaching students with special educational needs (*SEN*) in your English classes. These students can learn English, but they may need some extra help and support from you. By following these tips, you will create an inclusive classroom for all of your students.

What are *SEN*?

Students with *SEN* are students who have a learning difficulty or disability which calls for special educational provision to be made and students who have a significantly greater difficulty in learning than the majority of others of the same age. In schools with a policy of educational inclusion, these students will be in mainstream classes.

What is educational inclusion?

A policy of educational inclusion means that all children have a right to education with other children. Teachers therefore need to ensure that all students feel that they belong in school classes and are accepted for who they are. Differences between students need to be acknowledged, planned for and celebrated.

You can do it!

You might be worried about trying to include students with *SEN* in your class. Perhaps you think that it requires specialist knowledge and too much extra work for the teacher. This does not have to be the case. Students with *SEN* are human beings and as a teacher you are used to dealing with different personalities and abilities in your class. You are probably always adapting to widely differing student needs each day. Students with *SEN* are simply part of this variety and challenge. In addition, the teaching techniques which help to support students with *SEN* are good, practical techniques which will benefit all the students in your class.

Top tips for creating an inclusive classroom

You do not need to be an expert on *SEN* to teach students with *SEN*. You do need to want to work with these students and to be prepared to learn from them.

Tip 1: Be a role model

Students will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. You need to believe that all students are unique and have a right to be taught. If you do not have much experience of interacting with people with *SEN* you might feel worried about how to approach them. This is understandable but you need to acknowledge this feeling and be prepared to learn more about *SEN*. For example, you can ask your student to tell you what helps them to learn and what makes learning more difficult for them.

For example, if you notice some students do not want to work with a student, make sure you talk to those students privately about their behavior and give praise and rewards to the students who are working well in teams.

Tip 2: See the person not the label

It is very important to get to know each student as a person and to not label them according to their *SEN*. If you have students who wear glasses in your classes, you do not assume that they all have the same personality. In the same way, you should not assume every student with *SEN* is the same. Find out their interests and their strengths. Remember also that the range of *SEN* is wide, so take time to find out the level of a student's difficulty. Do not assume, for example, that a visually impaired person cannot see anything, they may have some sight. Do not be scared of talking to the person about their *SEN*.

REGISTER GAME

Build opportunities to get to know your students into your normal class routines. For example, when you call the register, ask students to answer with their favorite color, food or favorite word from the topic of the week.

Tip 3: Avoid judgements of behavior

Do not label a student as lazy or not trying. Students with *SEN* are often trying really hard and get criticized unfairly by teachers. They might look like they are daydreaming in class, but their brains might be overloaded with information which they cannot process and they need a short brain break. These students also need positive feedback on appropriate behavior, so make sure that you notice when they are behaving appropriately. Many students with *SEN* and behavioral difficulties only get noticed negatively by the teacher.

SEPARATE DESCRIPTION FROM JUDGEMENT

When you speak to students or their parents/carers, separate out a description of their behavior from your judgement of it. For example, if you say *You're not listening*, this is a judgement and will make the student react defensively. If you say *When you look out of the window, I think you are not listening*, you can have a more positive discussion with the student about the issue.

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Tip 4: Celebrate difference and diversity

The classroom and the world would be a boring place if everyone was the same. You can use the differences between students to learn from each other and about each other. For example, if you have students who speak a different L1 to the rest of the class, ask them to teach the class a couple of words in their language and compare these to your own L1 and English. Use the topics in the ***Shine On!*** *Student Book* to compare different experiences, such as Level 2, Unit 7 on food.

BOASTER POSTERS SEPARATE DESCRIPTION FROM JUDGEMENT

Display a large sheet of paper prominently in your classroom where you can record all student successes. These successes will often seem to be small steps for students with *SEN*, but can be very motivating. Focus on something the class or the student is working on. For example, for a student who has problems with social skills, you can note *James worked well with Albert today*.

Tip 5: Teach in a multi-sensory way

Students all learn in different ways. Some like to see information, some like to hear it and some like to get up, do, and touch things. Students with *SEN* particularly need practice in all the senses because they find it difficult to learn in traditional ways. Use a multi-sensory approach to present and practice information in your lessons.

PRACTICING WORD STRESS

When you are teaching the pronunciation of a word, you can show the stressed part of the word in a visual, auditory or kinaesthetic way as follows:
Visual – write the stressed part of the word in a different color on the board.
Auditory – ask students to hum or sing the stress of the word with louder sounds on the stressed sound.
Kinaesthetic – ask students to step out the stress by taking steps around the room and making longer strides for the stressed part of the word.

3-D VOCABULARY

Vocabulary and spelling can be practiced in 3-D. For example, use 3-D letter shapes to practice keywords or allow students to trace the letters in sand, clay or in the air in front of them.

WORDS FROM BODIES

Ask students to work in teams and to choose a word to review. Tell them to make the word from their bodies. Each student should choose one letter to represent with their body. Each group then stands in a line and shows their word. Other students guess the word.

Tip 6: Plan ways to adapt your lesson plan

You need to sometimes adapt your lesson plans. This is called differentiation. Differentiation means planning and teaching to take account of all students in the class, whatever their level or capability. The students can make progress in their learning wherever they start from. All students should achieve the same main aim, but they may do this in different ways.

DIFFERENTIATE BY TASK

If you think that a student will have a problem with a certain type of task, you can set them a slightly different task. For example, if the *Student Book* asks students to listen and draw a picture, give some students a partially drawn outline and ask them to fill in the missing detail, give others a blank page and ask them to draw the whole picture. Similarly, some units ask students to listen and circle an item and students with *SEN* such as dyspraxia may find drawing the circle difficult. Ask these students to simply put a mark next to the correct item.

DIFFERENTIATE BY RESPONSE

You can differentiate by asking students to show their understanding of the lesson by responding in different ways, not always orally. For example, students can hold up a colored card to indicate whether they understand the point of the language presentation.
Red card = I don't understand.
Orange card = I understand some of it.
Green card = I understand all of it.
Individual mini-whiteboards are also useful ways for students to show their answers without having to speak in class. Students can draw or write their answer and hold up the mini-whiteboard. This is helpful for students with speech and language difficulties who do not like speaking in class and also for students who shout out answers inappropriately. If you cannot find mini-whiteboards, you can make them by laminating white A4 paper.

DIFFERENTIATE BY CONTENT

You can sometimes simplify the content of a task, particularly reading texts. Some students receive a simplified text, but all students get the same questions on the text. Preparation for this can be time-consuming so you should only do this if you can use the material again with another class.

DIFFERENTIATE BY RESPONSIBILITY

Students who find it difficult to participate, perhaps because they have communication difficulties, can be included in the class by getting a job from the teacher. Try to match the job with the student's need. For example, students who find it hard to keep quiet or keep *on-task*, can be given the job of monitoring the noise of the group. They can indicate how the class is behaving with agreed signals: A frowning face card to show the group is too noisy or not speaking English, a neutral face card to show the group is becoming a bit too noisy or not using enough English, a smiley face card for groups who are on track.

DIFFERENTIATION UPWARDS

It is important to also think about differentiation upwards, for those students who need more challenge and stretch. Easy ways to do this include:
Ask them to help another student.
Ask them to make up a test for other students.
Ask them to make up their own examples of the language.

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Tip 7: Work on class management

Clear, consistent classroom management is very important for students with *SEN*. They often have problems understanding and following rules and instructions, so it is important to think about the best way to do this. It is very important, for example, to think about your seating plan.

SEATING PLAN

Do you have a seating plan for your classes? Some students need to sit near the teacher, some need to sit somewhere where they can see the teacher's face, some need to sit with other students who are positive role models, some, such as students with ADHD, need to sit away from distractions such as window blinds, radiators and projectors, some will need to sit near a door to feel safe. Work with the student to decide where is the best place for them to sit.
You will find more ideas for classroom management in section 3.

Tip 8: Work cooperatively with adults and students

Teamwork is the best approach to teaching students with *SEN*. It is particularly important to work with parents/carers. Sometimes these parents/carers can seem challenging to the teacher as they often ask for meetings and have many ideas and questions about the teaching. Remember that they have often had to fight for their children's rights. They can be your best ally and source of support if you keep good relationships and communication with them. They know their child best and will often have helpful strategies to suggest.

You will find more ideas for working with parents/carers in section 4.

Other people who can help you include school psychologists, counselors, speech and language therapists, occupational therapists, *SEN* organizations and charities. Try to find out what's available in your local area and keep a list of useful contacts.

Tip 9: Work with students' strengths

Try to find out what your students' strengths and interests are and include these in your teaching. Students who have problems reading can sometimes be good at drawing and acting. Students who find it hard to sit still might be very good at organizing teams and role play. Students who are struggling academically might be very kind and helpful to other students.

STUDENT OF THE WEEK

Introduce a student of the week (or month) award. Give this to a student who has shown some special skill in class. Choose skills not related to academic achievement. For example, your student of the week could be a student who is the kindest student, the student who showed most empathy with other students or the student who persevered the most.

Section 2: Categories of *SEN*

Cognition and learning

The category of cognition and learning difficulties includes general learning difficulties and specific learning difficulties. Students with general learning difficulties usually have problems in many subjects. They are usually behind their peers in reading and writing. They can, for example, have problems understanding abstract ideas or making generalizations from examples given to them. They usually have difficulty with basic literacy, numeracy, and general understanding.

Some students have specific learning difficulties. They have problems with a specific area of learning, but are not behind their peers in general learning.

Some of these specific learning difficulties may impact on a student's ability to learn another language, but do not mean it is impossible for them to learn a language. *SEN* in this category include dyslexia and dyspraxia.

USE COLOR

Students with cognition difficulties benefit from the use of different colors in learning. For example, color code parts of words which have the same sound.
'c**at**, b**at**, s**at**, p**at**'

Communication and interaction

The category of communication and interaction difficulties covers a wide range of problems. Students in this category have problems with speech, language, communication or a combination of all three. Their problems can range from mild to severe. This group includes students with autistic spectrum conditions (ASC), such as Asperger syndrome.

Speech and language difficulties can be productive and/or receptive. A student has problems with productive language when he/she has problems making others understand him/her. Students have problems with receptive language when they cannot understand another person's communication. For example, they cannot understand humor or the appropriate language for a social situation.

GIVING CHOICES

Give students with speech and language difficulties closed rather than open choices wherever possible. For example, ask them *Do you want the red or blue pen?* rather than *Which color pen do you want?*

Medical conditions

Some students have medical conditions which need on-going management and treatment. There are many medical conditions and they also range in severity. Your school should have a medical register with information on any medical conditions of your students which has been provided by their parents. All staff need to know where the register is kept and what to do in case of a medical emergency.

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Social, emotional and behavioral difficulties (SEBDs)

This category is the most difficult to define and can cause strong differences of opinion between teachers. We know that all children behave badly sometimes, it is a part of growing up. It can be difficult to know if a student's behavior is a sign of a *SEN*. A child is usually considered to have social, emotional and behavioral difficulties when the problem behavior occurs in many different situations, occurs frequently, is severe and not age appropriate. You will need to check with other teachers to find out if the student is behaving badly in all lessons or only in English.

CATCH ME BEING GOOD

Give students with *SEBD*s a card with the title 'Catch me being good'. Tell them to leave this card on their desk. As you walk around the class, put a tick every time you notice that the student is *on-task* and behaving appropriately. These students need to be noticed positively and not always negatively.

Sensory impairments

This category also covers a wide spectrum of need and ability. Children in this category have hearing, visual or physical impairments. These disabilities might not have an impact on their ability to learn a language. However, the teacher will need to make adjustments to the classroom. For example, it will be important to consider seating arrangements and the layout of furniture.

REFRAME POOR BEHAVIOR

Sometimes a student is misbehaving because they cannot see or hear properly. Check this out before assuming a student is simply being naughty.

Students with different L1

You may have some students in your class who have a different L1. These students might speak one language at home, another at school and English might be their third language to learn. This can affect their thinking and processing time and it can also affect them emotionally, they might feel quite displaced. Try to provide opportunities for them to share their culture an d be sensitive when teaching materials such as holidays and traditions, which may cause the student to feel isolated and different. Praise their ability to learn different languages so that it becomes a positive and not a negative.

PLAY WITH PRONUNCIATION

If students are having trouble with English pronunciation, ask them to say the word as they would in their own language, exaggerating the 'wrong' pronunciation. Then ask them to say it in a very English way. Permission to use their own language system often leads to better English pronunciation!

How can a teacher recognize that a student might have a *SEN*?

Although the teacher should not diagnose *SEN*, you are usually the first person to notice that a student is having problems. If you think these problems are more than you would expect at the student's age and stage of learning, you can use the checklist below to decide if further action needs to be taken. However, remember that all students have some of these problems at times so use the checklist with care.

There are further checklists for specific *SEN*s available on the website.

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Checklist for possible further action

Name: .....

- ☐ Is the problem across all classes and all times of day?
- ☐ Is the problem in certain class groupings?
- ☐ Who is the student sitting with? Does this make a difference?
- ☐ Can the student hear and see properly?
- ☐ Does the student remember and follow instructions?
- ☐ Does the student have problems starting and/or finishing tasks?
- ☐ Can the student focus on their own work for longer periods of time?
- ☐ Is the student easily distracted?
- ☐ Can the student wait for their turn in class and in group work?
- ☐ Is the student generally able to interact with other students?
- ☐ What kinds of tasks can the student do?
- ☐ When the student is engaged, what engages them?
- ☐ Is the work too easy or too difficult? How do you know?
- ☐ Is the student able to ask for and accept help from the teacher?
- ☐ Does the work involve a lot of writing? Sitting still? Copying from the board?
- ☐ Does the student find this difficult?
- ☐ Is there a big difference between the student's spoken and written ability?
- ☐ Is the student often in trouble because of poor behavior?
- ☐ Does the student have trouble with remembering information and recently learnt fact? Visually? Auditory?

Inclusion checklist for teachers

Class: .....

- ☐ Do I know if any of my students have *SEN*?
- ☐ Have I checked the medical register?
- ☐ Have I included activities for different learning styles in my lesson?
- ☐ Do I know all my students' names and the correct pronunciation?
- ☐ Do I make sure that my instructions are clear and expressed in different ways?
- ☐ Are all students able to cope with the assigned tasks and activities or do I need to differentiate?
- ☐ Have I designed my classroom to allow movement and participation of all students?
- ☐ Have I included a quiet area?
- ☐ Are my rules/routines clear and stated positively? Have students been involved in designing them?
- ☐ Do I have a variety of rewards/ consequences that are well known to my students?
- ☐ Do I give students an opportunity to work with all their classmates? Do I use a variety of group work and pairwork?
- ☐ Do I promote an ethos of belonging and cooperation?
- ☐ Do I always demonstrate respect for my students and value their contribution? Do I use inclusive and positive language?
- ☐ Do I have students with a different L1? Have I tried to find out about their culture and language?
- ☐ Do I give students opportunities to show their strengths and interests?

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Student inclusion checklist

Name: .....

- ☐ Am I sitting in the right place? Can I see and hear properly?
- ☐ Have I told the teacher what helps me to learn?
- ☐ Am I sitting next to a helpful friend?
- ☐ What can I do if I don't understand?
- ☐ Have I tried to talk to everyone in my class?
- ☐ Have I worked with any students who are new or from another country?
- ☐ Do I know anything about their country?
- ☐ Have I taken the time to notice if anyone needs extra kindness or help?
- ☐ Do I know what other students are good at?
- ☐ Do I wait patiently if someone needs to speak?

Student inclusion checklist

Name: .....

- ☐ Am I sitting in the right place? Can I see and hear properly?
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- ☐ Do I know what other students are good at?
- ☐ Do I wait patiently if someone needs to speak?

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Section 3: Teaching tips for including students with *SEN*

In this section we will look at some more planning and management techniques for including students with *SEN*.

Planning

Physical layout

Consider the layout of the room and how suitable it is for all your students. For example, is it easy for students in a wheelchair to move around? Is there an area that can be used for role play or physical games and is there a quiet area? Some students, such as those with ASC, will need a quiet area away from the group to calm down when they get agitated.

Visual displays

What is the impact of your environment on your students? Is your room stimulating enough, but not over-stimulating for any students with sensory needs?

Do you have displays on the walls? Can you encourage students to make things for the wall? They often remember things that they have touched and constructed much more clearly than pieces of writing.

Sensitive topics

Try to be sensitive to your students' needs and think about the topics in your *Student Book*. If you are introducing family members, for example, some students may live in complex, separated families and start to behave badly when asked to talk about their family. In Unit 7 of ***Shine On!*** 1 students are asked to draw their family tree. If you think any students will have a problem with this, they can be given the choice of drawing the family of the characters from the book. Each level also introduces some holidays, for example Easter and Christmas. These might not be celebrated by some of your students and it might be an opportunity to ask about their festivals.

Difficult tasks

Craft activities

Be careful if you are using tasks which require the student to make things. Some students, for example those with dyspraxia, have difficulty holding and using scissors. They may need to read the instructions while another student makes the object.

Writing tasks

Students with dyslexia have trouble reading and copying down words from the board. Students with dyspraxia have trouble holding a pen and writing. Try using different colors for different words or parts of words, make sure your own handwriting is clear and give students handouts wherever possible.

Tasks which require focus and sitting still

Some students, such as those with ADHD, will find it hard to sit still and concentrate on longer tasks. These students need short tasks and praise for doing the right things. Let them run around or stretch, and give brain breaks. Acting out real situations will also appeal to these students.

Brain breaks

Brain breaks are quiet calming points of your lesson where students can rest their brains. Students with *SEN* can often feel that their brain is overloaded with information and anxiety. Notice how long your class can concentrate and build in brain breaks for this time. Students can give their brain a short break by:

- Standing up and stretching
- Having a drink of water
- Closing their eyes and resting their head on the desk for a couple of minutes
- Spending a couple of minutes doodling
- Massaging their head.

Spelling tasks

Teach students how to visualize words. Ask the student to imagine the word up high, visualizing it rather than sounding it out. They hold the word as a photo in their mind. Write new words on the right of your board, up high. This encourages students to access their visual memory.

Words on the wall

Have a high-frequency word bank on your wall, put the words on Velcro strips or use strips on the board. Students can then borrow a word from the wall when they need a reminder of how to spell it.

Classroom management techniques

Teaching students with *SEN* is not about learning a secret magic formula. Good classroom management can really help them.

Give clear instructions

Clear instructions are essential for all students, but particularly important for those with *SEN*. When you give instructions, use a non-verbal gesture to support the message. For example, point to your ear or show a picture of an ear to indicate *Listen*. Give an example of what you require and then get an example from your students to show they understand.

Use visual reminders

Non-verbal signals are very effective for helping students with *SEN* to understand and remember what to do. Use non-verbal reminders for classroom routines and rules. You could use visual aids such as traffic lights to show when the group is going *off-task*, for example.

TRAFFIC LIGHTS

Put up a picture of traffic lights at the front of the classroom. Place an arrow next to the traffic lights. Point the arrow to green when the class is working *on-task*, point the arrow to orange when the group is getting distracted or *off-task* and point the arrow to red when the group is *off-task* and needs to focus.

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Lesson stages order

Use pictures to show the different stages of your lesson. For example, an ear for listening, a mouth for speaking. Put these pictures on the board at the start of your lesson to show the order of activities.

Use your space

Think about your use of space in the room. Choose a place at the front of the class where you will try to always stand when giving instructions. Choose another place where you will stand when you are reminding about rules.

Think also about the energy you create in the room. If you are running around the room, you will create stress and make hyperactive students very restless, for example.

Create structure

All students need structure and consistency to feel safe in the classroom and this is particularly true of students with *SEN*. Make sure you have clear classroom rules. Remember that it is easier to start with clear rules and expectations than to try to establish them when things are going wrong. Involve your students in making the rules. Even young students can do this. You can use the values in the ***Shine On!*** *Student Book* to make a class contract.

Class contracts

Create class contracts with your students which focus on rules which will make the class safe and inclusive. Ask students to write down five rules for the class which they think would make learning safe and fun. Ask them to begin each rule with *In this class, we…* Give them some examples from the ***Shine On!*** *Student Book* values and encourage them to use these words.

Examples of values:

- *Be friendly.*
- *Be careful.*
- *Take turns.*
- *Share things.*
- *Be active.*
- *We pay attention.*
- *We listen carefully.*

Examples of rules:

- *In this class we listen carefully to each other and the teacher.*
- *In this class we are friendly to everyone.*
- *In this class we are helpful to everyone.*

You can then discuss which rules to use in the contract and put it up on your classroom wall. If students break the rules, come back to the class contract and discuss what is not working. Be specific about what you have noticed, without naming students. Say *We have a rule about listening to each other and I have noticed that some students are laughing when some people are speaking. How can we stop that?*

Teacher language

Teacher language greatly influences students. Many students with *SEN* do not understand or remember what they have been told to do. It is vital therefore to use assertive, clear language for instructions, praise and general comments in class.

Say what needs to happen

Tell students what you want them to do, not what you don't want them to do. For example, say *Look at the board* rather than *Don't turn around*.

Do not repeat and rephrase instructions continually. Give them and give students a chance to process them.

Name a positive intention

Find and name a positive intention behind an inappropriate behavior. For example, saying *I know you want to show me you know the answer; I need you to put your hand up and wait* is more positive than saying *Stop calling out all the time and disrupting the class*. If you have a student who is always making jokes about other students, you can say *I know you are very funny; you can be funny without being unkind.*

Name the right thing

Praise students for doing the right thing, rather than always noticing when they do the wrong thing. For example, you can say *Thanks for waiting with your hand up* rather than *Stop interrupting.*

Use inclusive language

Make sure to use the pronoun *we* whenever possible and keep the focus on group learning. For example, you can say *We are not learning well today; how can we all make that better?*

EXAMPLES OF POSITIVE CLASSROOM LANGUAGE

Show me you are listening.

I know you want to show me you know the answer; remember the hands up rule.

We are not in a good learning state; how can we change that?

We are all part of a problem; how do we solve it?

Great learning today, everyone.

Remember we wait patiently if someone needs more time to think and speak.

No put-downs in this class.

Who can tell me the rule for waiting our turn?

We don't speak to each other that way in this class.

Learning is not taking place now; how can we all change this?

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Student involvement

Study buddies

Children often understand each other's needs better than adults. They can help and support students with *SEN* and building relationships will help foster a positive climate for learning. *Study buddies* are students who agree to help another student. It can be done by asking the student with *SEN* who they would like to help them. Or you can give the job to a student who needs to experience responsibility. Emphasize that they will be helping each other at times as well. Sometimes a student with behavioral difficulties likes to help others and sometimes quiet students benefit from being a *study buddy* for someone with *SEN*.

Thank you stars

Each student takes a piece of paper and draws a star on one side. On the other side they write something nice to each student in the class. This can be set up as a routine where students can collect the stars from a place in the class and give them out at any time.

This activity encourages all students to focus on the strengths and positive attributes of each other.

Listening to each other

In general in your class, encourage students to listen to each other by asking them to repeat what a student just said and doing choral repetition of good answers. You can say *So, John told us that… Wha t did John tell us…?* and all the class repeat the answer together.

Section 4: Work with parents/carers

Communication

Open communication channels between home and school ensure that ideas can be shared and situations dealt with as they arise. Discuss with the parent/carer a way of keeping in contact which suits you and them. This might be email or phone calls. It is better to set a regular time and way of communicating rather than only contacting the parent/carer when a problem arises.

Home–school notebook/diary

Use a home–school notebook/diary where parents/carers and the teacher can write important information and feedback on the day.

Meetings with parents/carers

When planning meetings with parents/carers, try to find times which are convenient for them. If they cannot attend, check if another family member is able to represent them. Consider the best place to hold the meeting. If it is in a formal office, it might be intimidating for the parent/carer. Do not sit behind your desk, this will make the parent/carer feel like a child sitting on the other side.

Praise postcards

Parents/carers of students with *SEN* are often only contacted to discuss problems. Make sure you also communicate good news. Create or buy a set of postcards with positive pictures on them. Try to send a positive message to the parents on the postcard throughout the school year. Focus on something specific, such as progress made in speaking or listening.

Acceptance of *SEN*

Some parents, for personal or cultural reasons, find it difficult to accept that their child might have *SEN*. Be respectful of their feelings and remember that teachers should not give diagnoses. Focus on the problems you see the student having in class and ask if they have noticed similar issues at home. Try to frame the interventions as a positive step. You can say *I understand that this is worrying, but I can see John is really trying hard and I would like to find ways to support him more.* Use inclusive language and say *How can we work on this together?*

Objections from other parents

Parents of other students in your class might sometimes be concerned that their child is in a class with a student with *SEN*. They may be worried that their own child will not make good progress if the teacher is dealing with the needs of students with *SEN*.

These parents want reassurance from you as the teacher that their child is not being overlooked. Emphasize that all students benefit from learning in inclusive classrooms because they will learn to value diversity, difference, develop empathy and understanding of others' needs – something which is valuable for all citizens, for a society to flourish.

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Checklist for communication with parents/carers

- ☐ Do I have a system for regular communication?
- ☐ Do I send home positive reports regularly?
- ☐ Do I use inclusive language *we* rather than *you*?
- ☐ Do I describe what has happened rather than judge it?
- ☐ Have I acknowledged their feelings and objections?
- ☐ Do I use open questions, *How*… *Tell me*…, rather than closed?
- ☐ Do parents get advance warning of meetings, and are they set up to accommodate their timing?
- ☐ Have I suggested the parent can bring a friend/supporter?
- ☐ Does the meeting take place in a friendly place or is the room and set-up intimidating?

Section 5: Exercises to develop empathy and listening skills

Build activities into your lesson planning which encourage all students to develop the skills of listening and understanding each other. In this way you will create an inclusive ethos in your classes. Here are some techniques for doing this which can be adapted for different language points and different levels.

Shadowing and doubling

In role plays, ask two students to share one role. One student stands behind their partner and helps them with language (by whispering in their ear to give encouragement or new language). Alternatively, one student stands behind their partner and taps them on the shoulder when they want to take over.

Answer for me

Ask one student (A) to come to the front of the class. Then ask two other students who know this student to come and stand behind student A. The class should then ask student A questions. Students B and C must answer on behalf of student A. For example, the class could ask *What's your favorite food?* and students B and C must guess what student A would answer. Student A can nod or shake their head to indicate if the answer is correct. This activity means students have to imagine what it is like to be someone else in the class. Language topics can be chosen according to the level of the group.

Think, pair, share

When you ask the class a question: First give students two minutes to think on their own, then one minute to share their answer with another student. Then ask pairs to share their ideas with the group/class. This gives students time to process questions and think of a response.

Collective identity

Encourage the class to make predictions about their classmates. For example:

All of us…

Some of us…

None of us…

When they have agreed on statements, put these statements on the wall and add to them as the year goes on. A student can make a prediction and see if it's correct. If it's correct, put it on the wall.

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Starter Unit
A New Start
Lesson 1 pages 2–3

Classroom Presentation Tool

Objectives

To reintroduce the course characters.
To learn six new items of vocabulary.

Language and structures

Active: *exhibition, race, competition, world record, daily news, traffic report, weather report, interview*

Review: *present simple*

Materials

Starter flashcards; Class Audio CD 1

Warmer

- Say *Welcome back!* Ask students to line up outside the door. As each student comes in, wave and say *Welcome back.* Then when all students are seated, tell them to say *Welcome back* to the student sitting next to them.

1 Listen and sing. 1.01

- Play the *Shine On!* song once through for students to listen. Model the phrases in the song for students to repeat.
- Play the song again for students to listen and join in. (See Teacher's Book page 162 for lyrics and actions.)

2 Listen and say who's speaking. 1.02 Can you guess the surprise?

- Books closed. Reintroduce the course characters using pages 2 and 3 of the Student Book. Say the names for students to repeat.
- Books open. Point to the characters and invite confident students to read aloud the speech bubbles in the main picture.
- Play the recording for students to listen and point to the characters in the main picture. Play the recording again, pausing after each speaker for students to listen, point, and say who's speaking. Ask students to guess what the surprise is.

Transcript

Amy: Hi! Welcome back!
Charlie: Wow! What are these pictures, Amy?
Joe: Look! There's a movie exhibition.
Stella: Are they new stories and reports?
Amy: Yes, they are. And I have a surprise for you.
Lily: Ooh! I love surprises.

TEACHING TIP

If you have a new class, tell students to make name cards for themselves by folding over sheets of blank paper. They can place these on their desks. Encourage students to greet each other using their names.

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3 Listen and repeat. 1.03

- Point to the pictures at the top of page 3 of the Student Book. Ask students if they can name any of the items in the pictures on the board. Point and say the words.
- Play the recording for students to listen and point to the pictures. Then play the recording again for students to listen, point, and repeat the words.

Transcript

exhibition race competition
world record daily news
traffic report weather report
interview

4 Listen and number. 1.04

- Point to the pictures and ask students to say the words. Repeat the words that students struggle to pronounce.
- Play the recording for students to listen and point to the pictures.
- Point to the answer boxes and say *Listen and number. Write 1, 2, 3, 4, 5, 6, 7, or 8.* Then play the recording again, pausing after the first item to check students have understood (*1 world record*).

Transcript

1 world record **2** daily news **3** race
4 weather report **5** interview
6 exhibition **7** traffic report
8 competition

5 Find and write. What would you like to report on? Check ✓.

- Tell students to look at the schedule and complete the chart. Check students understand by asking *What's on today at 7 (the daily news)?*
- Allow students time to do the task. Check answers by asking individuals questions, e.g. *What's on today at 7:15 (the weather report)?*
- Ask students around the class *What would you like to report on?* Tell students to make a check mark next to that event in the chart. Encourage students to ask and answer the question in pairs, and invite confident students to ask and answer in front of the class.

21ST CENTURY SKILLS

Literacy
Students learn to interpret the information in a table.

Fast finishers

Ask fast finishers to work in pairs. One student chooses a word from the vocabulary set and gives their partner three clues. They can say or draw the clues. Their partner has to guess what the word is.

Further practice
Workbook page 2

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Lesson 2 pages 4–5

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.

To review vocabulary from Lesson 1.

Language and structures

Active: *exhibition, race, competition, world record, daily news, traffic report, weather report, interview, in, on, at*

Review: *where, who, how, what, when*

Materials

Starter flashcards; Class Audio CD 1

Warmer

- Play *Which one is missing?* with the Starter flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and read. 1.05 What's new at River Town News? Act it out.

- Open books to page 4. Ask students to look and say what characters and things they know.
- Play the recording and encourage students to point to the correct characters and things as they hear them.
- Ask students *What's new at River Town News?* Elicit answers from students around the class.

ANSWER

Hassan, the new Junior Crew member

- Play the recording again, pausing to ask students questions about each frame: 1 *Where are the Junior Crew?* (*They are at River Town News.*) 2 *Who is Hassan?* (*a new member of River Town News*) 3 *How does the device work?* (*You touch the picture to see the information.*) 4 *When is the mountain bike race?* (*on Wednesday at 2 o'clock*) 5 *When is the movie exhibition?* (*on Saturday at 10*) 6 *What does Stella see?* (*a message*) *How do the Junior Crew feel?* (*excited*) *Do the students enjoy doing puzzles?* (Students' own answers.)
- Divide the class into groups to act out the story.
- Allow students time to practice in their groups. Then invite groups to act out the story for the class.

TEACHING TIP

Group confident students with less confident students to act out the story. Encourage them to help each other.

S
Lesson 2
Back on the Case!
1 Listen and read.
1.05
What's new at River Town News? Act it out.
This is your new Junior Crew area. And ... Oh. Where's Hassan?
Who's Hassan?
Hi! I'm Hassan! I'm here to work with you!
Hi, Hassan! Nice to meet you!
Hmm. How does this work?
Look. Touch a picture, and you can see the information.
The Mountain Bike Race is on Wednesday at 2 o'clock.
Cool! I'd like to report on that.
This World Record is at the Grand Hotel in May.
May! It's September now!
When's the movie exhibition, Joe?
It's on Saturday. Let's see ... It's at 10 o'clock.
Great! Let's start with that!
What's that, Stella?
I don't know. I think it's another secret message!
Yay! The Junior Crew is back on the case!
Find five question words in the story. Write a question with each word.

Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They look for five question words and write a question with each word in their notebooks.

ANSWERS

where, who, how, when, what

Further practice

Workbook page 3

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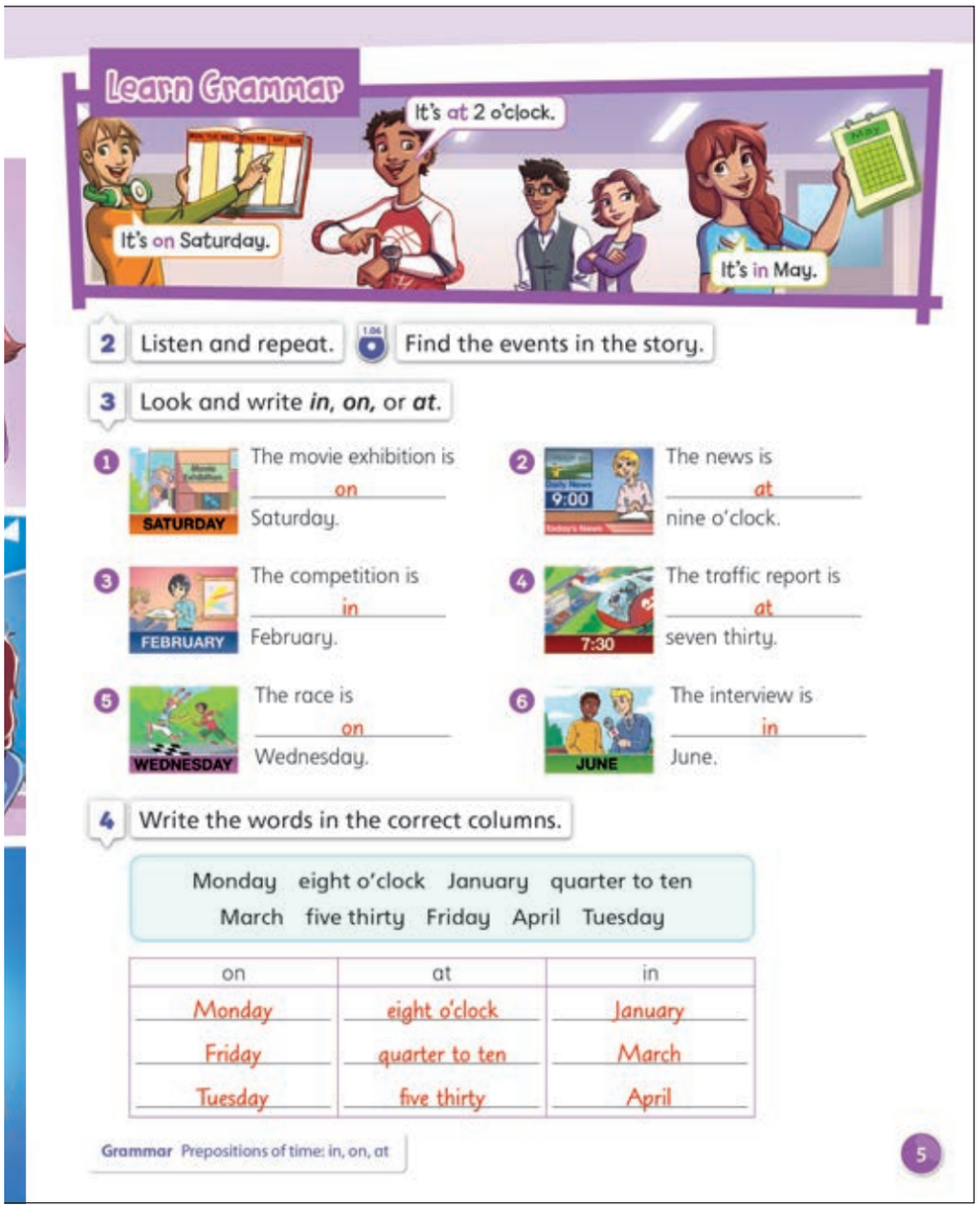
Learn Grammar
It's at 2 o'clock.
It's on Saturday.
It's in May.
2 Listen and repeat. 1.06 Find the events in the story.
3 Look and write in, on, or at.
1 The movie exhibition is on Saturday.
2 The news is at nine o'clock.
3 The competition is in February.
4 The traffic report is at seven thirty.
5 The race is on Wednesday.
6 The interview is in June.
SATURDAY
9:00
FEBRUARY
7:30
WEDNESDAY
JUNE
4 Write the words in the correct columns.
Monday eight o'clock January quarter to ten
March five thirty Friday April Tuesday
on at in
Monday eight o'clock January
Friday quarter to ten March
Tuesday five thirty April
Grammar Prepositions of time: in, on, at
5

2 Listen and repeat. 1.06 Find the events in the story.

- Play the recording for students to listen. Then play it again for students to repeat the grammar structure.
- Ask *When is the movie exhibition?* Encourage students to look back at the story and answer (*It's on Saturday.*).
- Ask students to find the events in the story. If necessary, quickly review the events that students learned in the previous class so that they know what to look for.

Transcript

Joe: It's on Saturday.
Charlie: It's at 2 o'clock.
Lily: It's in May.

ANSWERS

Students should find the following events in the story: movie exhibition, mountain bike race, world record.

3 Look and write *in*, *on*, or *at*.

- Point to the first picture and read out the sentence. Explain that students have to complete the sentence with *in*, *on*, or *at*. Ask a confident student to say the answer for number 1 (*on*).
- Allow students time to do the activity.
- Check answers by asking individuals to say *in*, *on*, or *at*.

4 Write the words in the correct columns.

- Ask confident students to read out the words in the table. Explain that students have to put the words in the correct column. Check students understand by asking *Where does Monday go in the table (on)?*
- Allow students time to complete the activity.
- Check answers by drawing the table on the board and inviting students to the front of the class to write the words in the correct column.

Extension activity

If you have time, you can ask students to draw a table to show a timetable. They can copy the table on page 3 in their Student Books, and draw three columns with *Today*, *Coming Up,* and *More events!* They can have three columns with the times, days, or months for the events. When they complete their timetables, they can work in pairs and ask and answer about their timetables. Demonstrate by drawing your own table on the board. Ask a confident student, e.g. *When's the news report?* and elicit the answer, e.g. *It's today at 7 o'clock.*

Finisher

- Tell students to work in pairs and imagine what happens next in the story. Each pair can then share their ideas with the class.

Further practice

CD-ROM: Vocabulary and Grammar worksheet Starter Unit Lesson 2

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Unit 1 Lights, Camera, Action!
Lesson 1 pages 6–7

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.

To review grammar from the previous unit.

Language and structures

Active: *comic book, sticker, model, pin, autograph, key ring, bracelet, mask*

Review: *I have …*

Materials

Unit 1 flashcards; Class Audio CD 1

Warmer

- Play the *Shine On!* song from the Starter Unit Lesson 1 (page 2) for students to listen and join in as much as possible.
- Ask students if they remember any of the events vocabulary from Starter Unit Lesson 1. Encourage students to say the words (*exhibition, race, world record, daily news, traffic report, weather report, interview, competition*).
- Ask students to predict which event the Junior Crew will report on in this unit.

1 Listen and point. Listen and repeat. 1.07

- Books closed. Introduce the new words (Things we can collect) using the Unit 1 flashcards by holding them up one at a time and saying the word for students to repeat.
- Then put the flashcards on the board and say each word again for students to repeat. Tell students to close their eyes. Remove two or three of the flashcards. Tell students to open their eyes and say which flashcards are missing.
- Books open. Hold up your Student Book and point to the words in the main picture. Play the recording for students to listen and point to the items in the picture.
- Then play the recording again for students to listen and repeat.

Transcript

comic book sticker model
pin autograph key ring
bracelet mask

Extension activity

Ask students *Who has stickers?* The students who have stickers (either at home or in their backpacks/pencil cases) put their hands up and show these to the class. Repeat with the other items from the vocabulary set (*pin, comic book, bracelet, mask, model, key ring, autograph*).

2 Listen and number. 1.08

- Hold up your Student Book, point to the vocabulary items, and ask students to say the words.
- Play the recording for students to listen and point to the things we collect.
- Point to the labels and answer boxes in the main picture on pages 6 and 7 and say *Listen and number. Write 1, 2, 3, 4, 5, 6, 7, or 8.*
- Play the recording and pause after the first item to check students have understood (*1 autograph*).
- Play the remainder of the recording, pausing after each item for students to write. Check answers by asking *What's number 1 (autograph)?*

Transcript

1 autograph **2** sticker
3 comic book **4** model **5** bracelet
6 key ring **7** mask **8** pin

Extension activity

Ask students to sit in a circle. Hand out the flashcards for this vocabulary set to students. Play the *Shine On!* song and tell students to pass the flashcards around the circle. Pause the song at random points. The students hold up their flashcards and say the correct words. Repeat for several rounds.

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3 Write. Check ✓ the things that you have.

- Hold up your Student Book, point to the photos, and ask students to name the objects.
- Allow students time to write the words. They can look at the words in the main picture to check the spelling.
- Check answers and ask students around the class *Do you have a … ?* Encourage them to answer *Yes, I do. / No, I don't.* Tell students to check the things they have.

TEACHING TIP

For more confident students, invite individuals to the front of the class to write the words on the board. Ask the group to check if the spelling is correct.

Extension activity

Students can play a game in pairs. One student says a word and their partner points to the correct photo.

4 Tell your friend.

- Model the dialogue a few times with confident students. Remind students of the singular and plurals using the model dialogue.
- Move around the classroom as students act out the dialogue in pairs. If you have time, you can ask students to swap partners and tell different people about what they have.

21ST CENTURY SKILLS

Students speak in English.

Finisher

- Play *Tic-tac-toe.* See Ideas bank (Teacher's Book page 161) for instructions.

EXTRA VOCABULARY

cape
character
costume
dress up
fan
fantasy
poster
sign
stand

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Lesson 2 pages 8–9

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.

To review vocabulary from Lesson 1.

Language and structures

Active: *comic book, sticker, model, pin, autograph, key ring, bracelet, mask; Look! A mask. Is it yours? It isn't mine. It isn't hers. It's his.*

Review: *costumes, actors, movies*

Materials

Unit 1 flashcards; Class Audio CD 1

Warmer

- Play *Slow reveal* with the Unit 1 flashcards from Lesson 1. Cover a flashcard with a sheet of paper. Start to move the paper slowly and ask *What is it?* Continue sliding the paper further down until it is revealed, and then ask the class *What is it?* Allow students to call out their ideas.

1 Listen and read. 1.09 What is a "movie fan"? Act it out.

- Books open. Ask students to look and say what characters and things they know.
- Play the recording and encourage students to point to the correct pictures as they hear them.
- Ask students *What's a movie fan?* Elicit answers from students around the class.

ANSWERS

They love movies.

- Play the recording again, pausing to ask students questions about each frame: 1 *Are the people actors?* (*No, they are movie fans.*) 2 *What color is Joe's mask?* (*orange*) 3 *What kind of mask is it?* (*a Captain Stardust mask*) 4 *Who isn't wearing a mask?* (*Captain Stardust*) 5 *What is Joe getting?* (*an autograph*) 6 *Who takes a photo?* (*Stella*)
- Divide the class into groups to act out the story.
- Allow students time to practice in groups. Then invite groups to act out the story for the class.

TEACHING TIP

Group confident students with less confident students to act out the story. Encourage them to help each other.

1 Lesson 2
Superheroes!
1 Listen and read.
What is a "movie fan"? Act it out.
Look at the costumes! Are they actors?
No. They're movie fans. They love movies.
Oh – a mask. Joe, is this yours?
No, it isn't mine. Mine is orange.
Is it hers?
No, it isn't mine.
It's a Captain Stardust mask!
Look – he isn't wearing a mask. Lily, I think it's his.
Joe, can you give it to him?
Yes, I can!
He isn't a fan ... He's Captain Stardust!
Cool! Joe is getting an autograph!
Thanks, Joe!
Smile, Joe! You're a superhero!
Can you find five things we can collect in the story? Write a list.

Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They look for five things we can collect in the story and write them in their notebooks.

ANSWERS

comic book, mask, autograph, key ring, bracelet, sticker, model, pin

Further practice

Workbook page 4

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Learn Grammar
It isn't mine.
It isn't hers.
It's his!
Look – a mask. Is it yours?
2 Listen and repeat. 1.10 Who says these sentences? Find them in the story.
Is this yours? Mine is orange. Is it hers? I think it's his.
3 Read and draw.
The stickers aren't mine. The stickers are yours, Lily.
The stickers are mine, and the bracelet is mine. The key ring is his.
The pins are hers. The autograph is mine!
The comic books are mine. The models are his.
HELP THE JUNIOR CREW!
Find a gray jacket in the story. Draw the symbol and write its color. Now go to page 119.
pink
Grammar It's his / hers / mine / yours
Practice Page 98
9

2 Listen and repeat. 1.10 Who says these sentences? Find them in the story.

- Play the recording for students to listen. Then play it again for students to repeat the grammar structure.
- Pick up a pen or pencil from a confident student's desk and ask *Is it yours? Yes, it is.* Pick up a pen or pencil from your own desk or take a pen or pencil from your bag, point to another student and ask *Is it hers/his? No, it isn't. It's mine.* Repeat with different students.
- Ask students to underline the sentences in the activity in the story and to say who says them.

ANSWERS

Students underline the following lines: Is this yours? (Lily), Mine is orange. (Joe), Is it hers? (Stella), I think it's his. (Charlie)

Transcript

Lily: Look – a mask. Is it yours?
Joe: It isn't mine.
Stella: It isn't hers.
Charlie: It's his!

3 Read and draw.

- Point to the characters and ask students to name them. Read out the sentences and explain that students have to draw the things in the correct characters' bags. Ask questions to check students understand, e.g. *What does Lily have? A bracelet. Are the stickers Charlie's? No, they aren't.* Ask students to point to who the stickers belong to (*Lily*) and elicit *They're hers.*
- Check answers by asking questions about the objects. Have students answer with the correct name and point to the correct picture in their books.

ANSWERS

Charlie: key ring; **Lily:** stickers and bracelet; **Joe:** autograph and models; **Stella:** pins and comic books

Help the Junior Crew!

- Students look for the gray jacket in the story and draw the symbol on it in the box.
- Tell students to find the word in the *Junior Crew Mystery Message* on page 119 of the Student Book. See the *How to …* section in the Teacher's Book on page 33 for instructions. (The word for the *Mystery Message: now.*)

21ST CENTURY SKILLS

Information literacy
Students learn how to solve a puzzle.

Finisher

- Tell students to work in pairs and imagine what happens next in the story. Pairs can then share their ideas with the class.

Further practice

Extra Practice Student Book page 98
CD-ROM: Vocabulary and Grammar Worksheet Unit 1 Lesson 2
Workbook page 5

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Lesson 3 pages 10–11

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary in a listening text.

To review and expand on the grammar structure from Lesson 2.

To sing a song using the language from the unit.

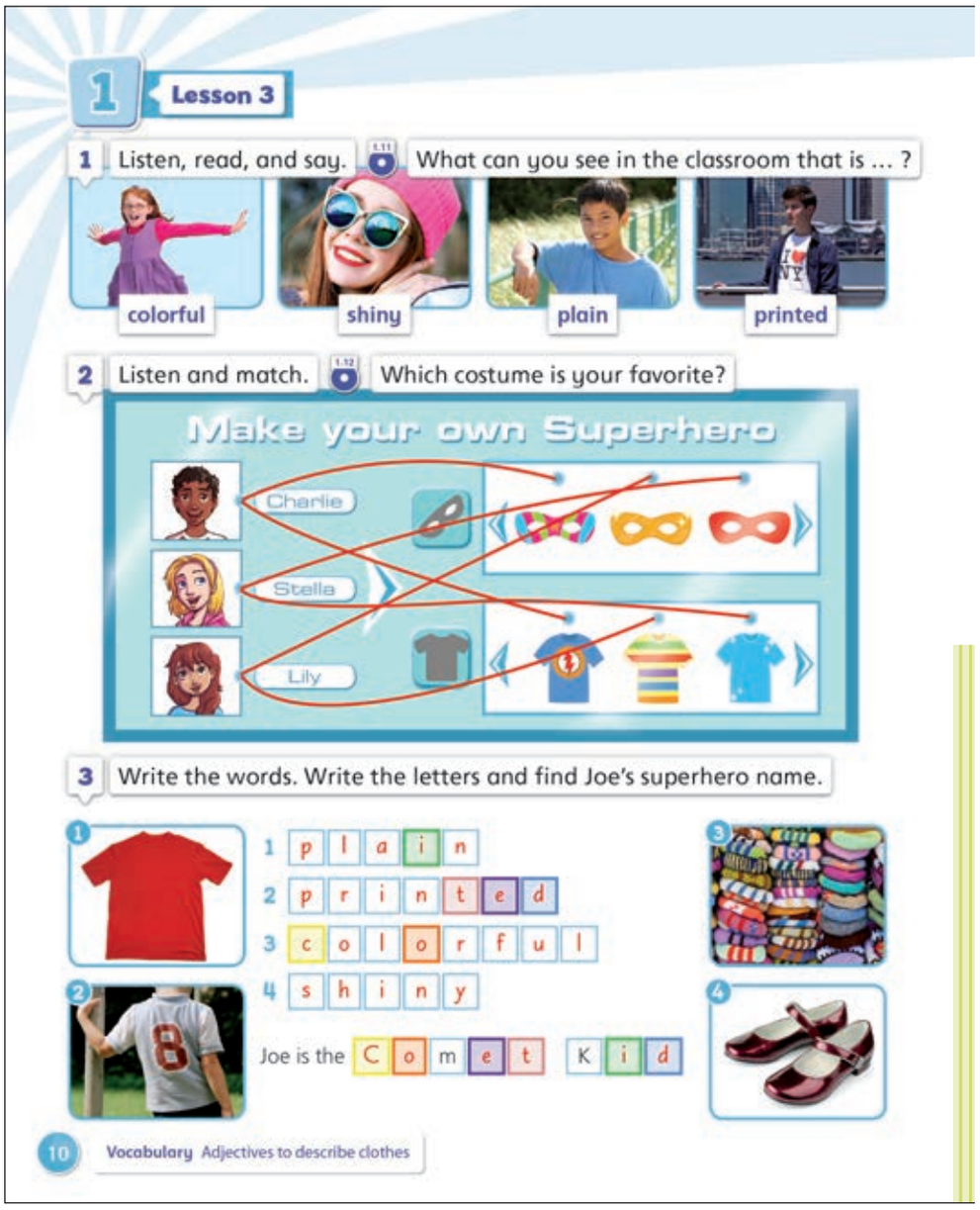
Language and structures

Active: *colorful, shiny, plain, printed, mask, comic books, autograph, models, stickers*

Review: *costume, boots, T-shirt, gloves, pants*

Materials

Unit 1 flashcards; Class Audio CD 1


1 Lesson 3
1 Listen, read, and say. 1.11
What can you see in the classroom that is … ?
colorful
shiny
plain
printed
2 Listen and match. 1.12
Which costume is your favorite?
Make your own Superhero
Charlie
Stella
Lily
3 Write the words. Write the letters and find Joe's superhero name.
1 p l a i n
2 p r i n t e d
3 c o l o r f u l
4 s h i n y
Joe is the C o m e t K i d
10 Vocabulary Adjectives to describe clothes

Warmer

- Play *Spell it*. Divide the class into two teams. Within each team, students have to work in pairs. If you have an odd number, you can have a group of three. Ask one pair to come to the front of the class. Hold up a flashcard from Unit 1 (Things we collect). One student spells the word while their partner writes it on the board. Award one point to the team for correct spelling.

1 Listen, read, and say. 1.11 What can you see in the classroom that is … ?

- Books closed. Introduce the new words using the flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recordings for students to listen and point to the photos in their Student Books. Then play the recording again for students to listen, read, and repeat the words.
- Ask students *What can you see in the classroom that is plain?* The class answers by saying or pointing to the correct item around the classroom. Repeat with the other vocabulary items.

Transcript

colorful shiny plain printed

2 Listen and match. 1.12 Which costume is your favorite?

- Point to the pictures and ask students to describe them, e.g. *colorful mask.*
- Play the recording for students to listen and point to the correct pictures as they hear them mentioned.
- Say *Listen and match. Draw a line.*
- Then play the recording again, pausing after the first item. To check students have understood, hold up your book, point to Charlie, and ask students to point to Charlie's mask in their books. Then ask them to point to his T-shirt.
- Play the rest of the recording, pausing after each item for students to match.
- Check answers by pointing to each mask/T-shirt, pointing to Charlie, and asking *Is it his?* Elicit *Yes, it is* or *No, it isn't.* Repeat with the other items and characters.

Transcript

Joe: OK, Charlie. Let's see. Charlie has a colorful mask. The colorful mask is his. And he has a printed T-shirt.
Hmm. Stella has a plain mask. The plain mask is hers. And she has a shiny T-shirt.
Yes. A shiny blue T-shirt.
And Lily … Let's see. Lily has a shiny mask. The shiny mask is hers. And she has a colorful T-shirt.
These costumes are great!

3 Write the words. Write the letters and find Joe's superhero name.

- Point to the pictures and elicit the words *plain, colorful, shiny, printed.*
- Students write the words and use the clues to write Joe's superhero name.
- Check answers by asking individual students to come to the front of the class and write the words on the board.

TEACHING TIP

Group less confident students together and give them help. Explain that each box is a letter in the word. Tell students they can look at the words in Activity 1 for extra support. Then students do the activity. More confident students can cover the words in Activity 1 with a piece of paper and do the activity individually.

Fast finishers

Fast finishers can draw a picture of someone wearing a costume and label it using the new words, e.g. *a printed mask.*

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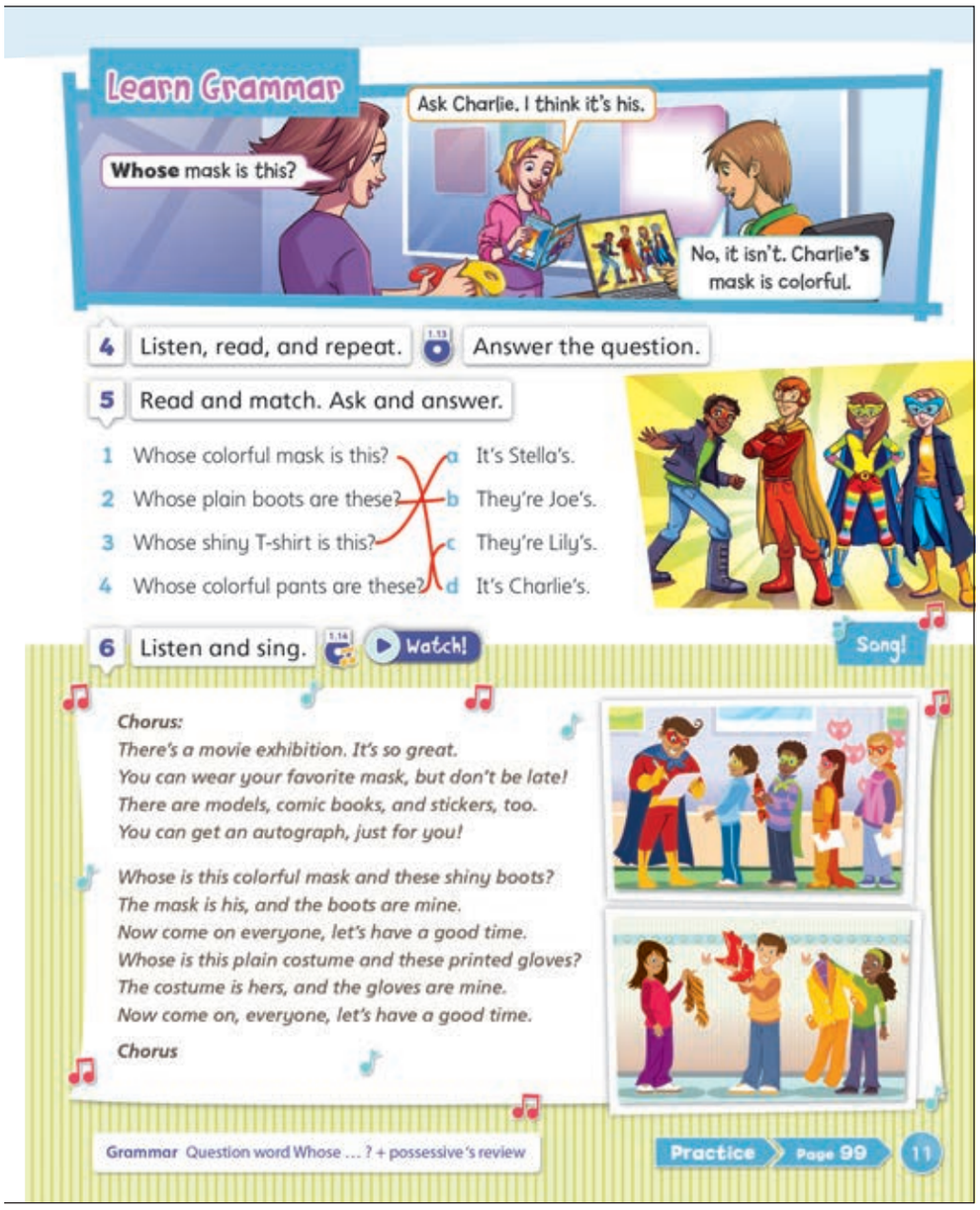
Learn Grammar
Whose mask is this?
Ask Charlie. I think it's his.
No, it isn't. Charlie's mask is colorful.
4 Listen, read, and repeat. 1.13 Answer the question.
5 Read and match. Ask and answer.
1 Whose colorful mask is this?
2 Whose plain boots are these?
3 Whose shiny T-shirt is this?
4 Whose colorful pants are these?
a It's Stella's.
b They're Joe's.
c They're Lily's.
d It's Charlie's.
6 Listen and sing. 1.14 Watch!
Song!
Chorus:
There's a movie exhibition. It's so great.
You can wear your favorite mask, but don't be late!
There are models, comic books, and stickers, too.
You can get an autograph, just for you!
Whose is this colorful mask and these shiny boots?
The mask is his, and the boots are mine.
Now come on everyone, let's have a good time.
Whose is this plain costume and these printed gloves?
The costume is hers, and the gloves are mine.
Now come on, everyone, let's have a good time.
Chorus
Grammar Question word Whose ... ? + possessive 's review
Practice Page 99
11

4 Listen, read, and repeat. 1.13 Answer the question.

- Play the recording for students to listen and read along in their Student Books. Then play it again and encourage students to repeat the grammar structure. Ask students the question *Whose mask is this (Lily's, as it's not Charlie's, Stella's or Joe's)?*

Transcript

Amy: Whose mask is this?
Stella: Ask Charlie. I think it's his.
Joe: No, it isn't. Charlie's mask is colorful.

5 Read and match. Ask and answer.

- Tell students to look at the picture and say who they can see. Ask students to describe what the characters are wearing.
- Read aloud the first question and elicit the answer (*d*).
- Allow students some time to read the questions and match them to the answers by drawing a line.
- Check answers and point out that we use *They're* for *boots* because they are plural and *It's* for *mask* as it's singular.

6 Listen and sing. 1.14

- Tell students to look at the picture and ask what the people in the pictures are doing (*The superhero is giving autographs, the children are wearing costumes*, etc.). Play the *Lights, Camera, Action!* song for students to listen and read the lyrics.
- Create actions for the song as a class, e.g. gesture to your face for *You can wear your favorite mask,* sign a piece of paper for *You can get an autograph*, gesture to your eyes and make a mask shape for *Whose is this colorful mask?* and then gesture to your feet and mime the shape of boots for *and these shiny boots?*
- Play the song again for students to sing and mime the actions.

Finisher

- Play *Fast flashcards*. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Extra Practice Student Book page 99
CD-ROM: Vocabulary and Grammar Worksheet Unit 1 Lesson 3
Workbook page 6

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Lesson 4 page 12

Classroom Presentation Tool

Objectives

To present a CLIL concept (Art).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *hundreds, move, quickly, animations, differences, look like*

Review: *movies, camera, models*

Materials

CLIL Worksheet Unit 1 Lesson 4 (Art); Unit 1 flashcards

Class Audio CD 1; stapler, scissors

Warmer

- Ask students to stand in a circle. Lay the flashcards for Unit 1 on the floor face down.
- Play the *Lights, Camera, Action!* song from Lesson 3 (page 11) 1.14 and tell students to walk and sing around the flashcards.
- Pause the song and say a student's name. That student picks up any flashcard and says the word. Play the song again. When you pause it, the student that picked up a card in the previous round says another student's name and repeats the process until there are no flashcards on the floor.

1 Look at the pictures. What is your favorite type of movie?

- Point to the pictures in the text and ask students what they can see (*photos of a movie reel, models, a man working with models*). Ask students what their favorite type of movie is.

2 Read and listen. 1.15

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of text in their books as they listen. Ask students what animation movies they know.

21ST CENTURY SKILLS

Creativity and innovation
Students learn how animation movies are made.

3 Read and correct the mistakes. Change the underlined word.

- Read aloud the first sentence. Explain that the underlined word is incorrect. Ask students to check the text to find the correct word (*photos*) for the first sentence. Make sure students understand that they have to find the answers in the text. Each underlined word should be replaced with one word only.
- Check answers by asking individual students to read aloud the correct sentences.

TEACHING TIP

Less confident students can do the activity in pairs. Encourage students to underline the parts of the text that give them the answer. Confident students can do the activity individually and check answers in pairs.

4 Do the Flip Book Animation worksheet.

- Prepare your flipbook in advance so you can show students.
- Hand out copies of the CLIL Worksheet. Students look at the worksheet and discuss the questions in pairs.

ANSWERS

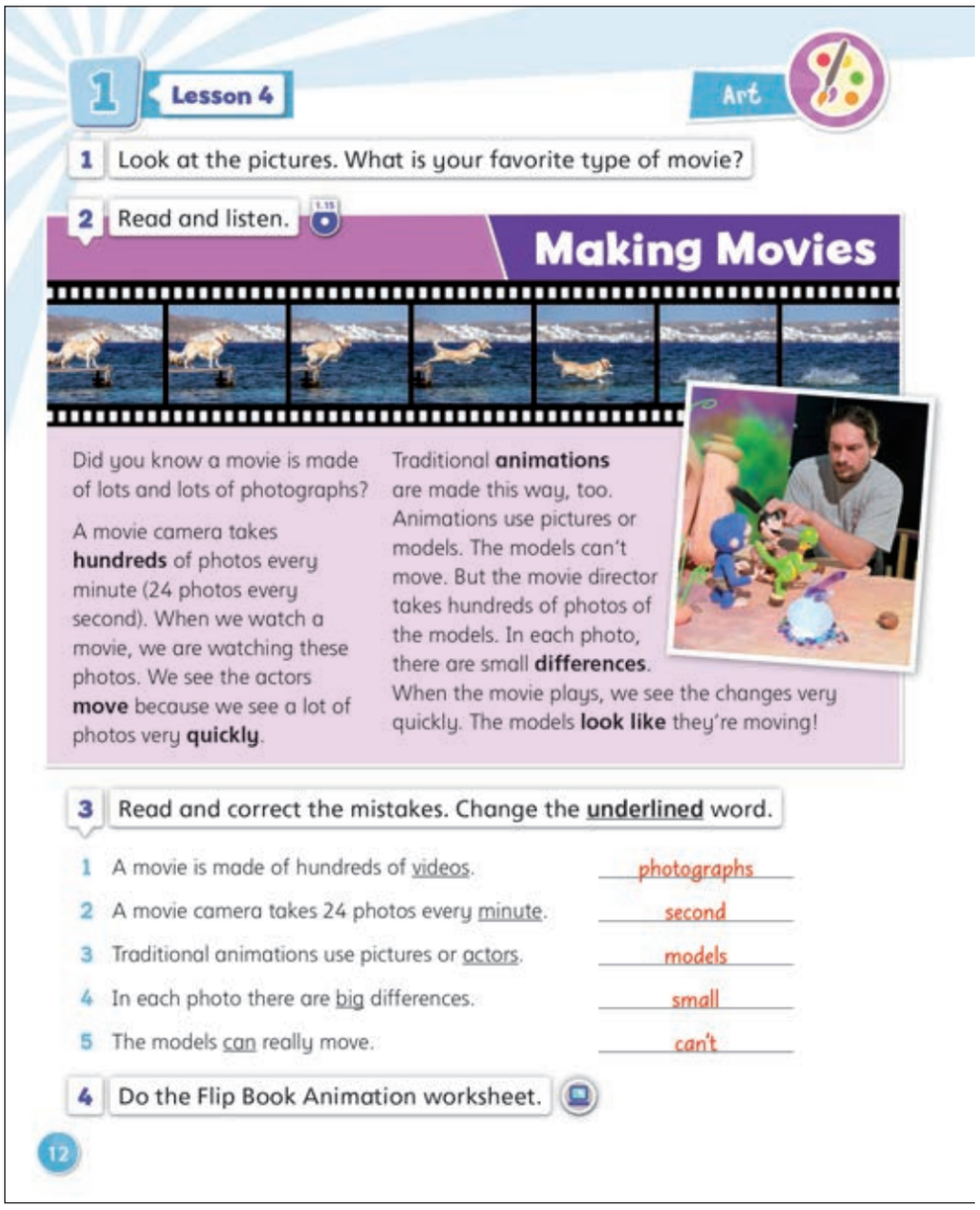
There are 12 pictures; No; A boy skateboarding.

- Tell students to cut out the pictures and staple them together in order to make a flipbook. They flip the pages and see for themselves how the principles in the CLIL lesson work. Ask follow-up questions: *Do the pictures move? (No.) Do the pictures look like they're moving? (Yes!) What can you see? (A boy jumping on a skateboard. / An animation.) How long is the animation? (Just a few seconds.)*
- Ask additional questions: *Are there hundreds of pictures? (No.) How many are there? (12) Are all the pictures the same? (No.) Is the setting the same? (Yes.) Are there big differences, or small differences? (small differences)*

Finisher

- Play *Kim's game* with the Unit 1 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice
Workbook page 7


1 Lesson 4
Art
1 Look at the pictures. What is your favorite type of movie?
2 Read and listen. 1.15
Making Movies
Did you know a movie is made of lots and lots of photographs?
A movie camera takes hundreds of photos every minute (24 photos every second). When we watch a movie, we are watching these photos. We see the actors move because we see a lot of photos very quickly.
Traditional animations are made this way, too. Animations use pictures or models. The models can't move. But the movie director takes hundreds of photos of the models. In each photo, there are small differences. When the movie plays, we see the changes very quickly. The models look like they're moving!
3 Read and correct the mistakes. Change the underlined word.
1 A movie is made of hundreds of videos. photographs
2 A movie camera takes 24 photos every minute. second
3 Traditional animations use pictures or actors. models
4 In each photo there are big differences. small
5 The models can really move. can't
4 Do the Flip Book Animation worksheet.
12

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1 Lesson 5
1 Listen and match. 1.16 What do they collect?
Kiki
Layla
Jake
ZAP!
KA-POW!
POW!
BOOM!
2 Look and write. Listen again and write the numbers. 1.16
1 Jake collects comic books. He has 75.
2 Layla collects models. She has 32.
3 Kiki collects autographs. She has 57.
Everyday English!
stickers key rings bracelets postcards
3 Listen and repeat. 1.17
Act it out.
Do you have a collection?
No, I don't. I don't have a collection.
Yes, I do. I collect masks. I have 22 masks.
4 Make the Superhero Collector Game. Choose a color and play.
I have a collection. Do you have the red mask?
No, I'm sorry. I don't.
OK. Thanks – it's your turn.
13

Lesson 5 page 13

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a listening text.

To develop listening for specific information.

To teach an *Everyday English* expression.

To complete a craft project.

Language and structures

Active: *Do you have a collection? No, I don't have a collection. Yes, I do.*

Review: *comic books, models, stickers, key rings, bracelets, postcards, collection, autographs*

Materials

Unit 1 flashcards; Class Audio CD 1; colored pens, scissors, card

Warmer

- Play *Hit the card* from the Ideas bank. See (Teacher's Book page 160) for instructions.

1 Listen and match. 1.16 What do they collect?

- Point and ask students what items they can see. Then play the recording for students to listen and match the names to the items.
- Check answers by asking questions.

Transcript

Layla: Come on, Kiki. Let's go to the games room. It's cool! I share it with my brother, Jake, so it's ours.
Kiki: Wow! This room is great, Layla. Are all these comic books yours?
Layla: No. My brother Jake loves comic books, they're his.
Kiki: They're cool! How many does he have?
Layla: Oh – he has a lot! He has seventy-five comic books.
Kiki: Seventy-five! Wow! That is a lot.
Layla: Yes. He buys them every Saturday.
Kiki: Whose models are these? Are they Jake's, too?
Layla: No, those are mine. I collect models.
Kiki: That's cool. I like this one. How many do you have, Layla?
Layla: I have thirty-two.
Kiki: Thirty-two. That's a great collection.
Layla: What about you, Kiki? Do you have a collection?
Kiki: Yes, I do. But …
Layla: What is it?
Kiki: It's a bit silly … I collect autographs!
Layla: That's fun. How many do you have?
Kiki: I have fifty-seven! I buy some of them online. They're on different things, like T-shirts and posters.
Layla: Fifty-seven autographs! That's a great collection!

2 Look and write. Listen again and write the numbers. 1.16

- Tell students they are going to listen to the recording again and complete the sentences.
- Play the recording. Pause after the first item and check students have understood by asking *What does Jake collect (comic books)? How many does he have (75)?*
- Play the recording, pausing after each item to allow students time to write.
- Check answers by asking students to read out the completed sentences.

3 Listen and repeat. 1.17 Act it out.

- Play the recording for students to listen.
- Model the dialogue a few times with confident students.
- Encourage students to change the dialogue to use different numbers and items.

Transcript

Child 1: Do you have a collection?
Child 2: No, I don't. I don't have a collection.
Child 3: Yes, I do. I collect masks. I have twenty-two masks.

4 Make the Superhero Collector Game. Choose a color and play.

- Explain the activity and hand out craft materials.
- Put students in groups of four or five. Tell students to cut out cards and draw collectible items on each card. Each student chooses a different color and draws each item in that color.
- Model the game using the cards of a few confident students. Students need to collect the same item in each different color. The winner is the person with the most cards.

Finisher

- Divide the class into two and play *Pictionary* with the Unit 1 vocabulary.

Further practice

Workbook page 8

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Lesson 6 page 14

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a reading text.

To develop reading for specific information.

To think about the importance of being a hero and helping people.

Write a description of a character.

Language and structures

Active: *comic books, models, stickers, pins, key rings, bracelets, autographs, masks, printed, plain*

Review: *movie exhibition, glasses, shy, smart*

Materials

Unit 1 flashcards; Class Audio CD 1

Warmer

- Ask two students to wait outside the classroom for a moment. While they are outside, stick one of the flashcards somewhere in the classroom. It should be 'hidden', but visible. Call the two students back into the classroom and ask *Where are the (stickers)?* The two students look for the flashcard while the rest of the class helps by saying *Hot! Hot! Hot!* if they are close to the flashcard or *Cold! Cold! Cold!* if they are not close. When they find the card, they say the name of the item. Repeat the game several times with different students and different words.

1 Read and listen. 1.18 Who is Danny Donaldson?

- Point to the pictures and ask students what they can see (*a movie exhibition*).
- Read aloud the question. Then play the recording for students to listen and follow the text in their books. Ask students *Who is Danny Donaldson?*

ANSWER

Danny Donaldson is an actor. He plays Comet Kid in the movies.

2 Read and answer the questions.

- Read aloud the first question and ask students to find the answer in the text.
- Tell students to write the answers to the questions in their books.
- Check answers by getting one student to ask the question and another student to answer.

TEACHING TIP

More confident students can write one question about the text each and then take turns asking their question to the other team.

1 Lesson 6
1 Read and listen. 1.18 Who is Danny Donaldson?
The Movie Exhibition
on Saturday and Sunday at 10 o'clock
By Joe
The movie exhibition is at the River Town Stadium. You can buy comic books, stickers, and pins. You can meet your heroes, and you can collect their autographs!
Who is your favorite superhero? Mine is Comet Kid! Comet Kid has an orange mask. His costume is plain red.
In the movies, Comet Kid's real name is Danny Donaldson. He has glasses, and he's shy and smart. When Captain Stardust needs his help, he changes into Comet Kid. Comet Kid isn't afraid of anything!
Our Values
Joe says: "We can all be heroes! We can help people."
2 Read and answer the questions.
1 When is the movie exhibition? on Saturday and Sunday at 10 o'clock
2 Where is the movie exhibition? at the River Town Stadium
3 What can you buy at the movie exhibition? comic books, stickers, and pins
4 Who is shy and smart? Danny Donaldson
5 Whose mask is orange? Comet Kid
6 What is Comet Kid's costume like? plain red
3 Go to the Values chart on page 118. How can you be a hero and help people?
14 Writing Skills Page 99

Extension activity

Divide the class into two teams. Say true or false statements about the text to team members in turn, e.g. *You can't collect autographs at the movie exhibition. Joe's favorite super hero is Captain Stardust. Comet Kid isn't afraid of anything.* The students from each team respond with *True* or *False*. Award an extra point if students can correct the false sentences.

3 Go to the Values chart on page 118. How can you be a hero and help people?

- Tell students to turn to page 118 of their Student Books. Read aloud the value for Unit 1. Ask students why it is important to be a hero and help others (*Because everyone needs help at some point in their lives.*).
- Ask students how they can be a hero and helpful to others. Tell students to work in pairs and think of examples of when they helped someone or someone helped them. Ask how it made them feel.
- Ask students to think of a situation when they might help someone, e.g. a new student at school who is lost. Students then write notes on how they could help. They color the correct number of stars to show how helpful they are.

21ST CENTURY SKILLS

Citizenship

Students learn the benefits of being helpful to others.

Finisher

- Stick the flashcards from the unit on the board and put the matching word cards in a box. Students take turns to pick a word card and stick it under the correct flashcard on the board.

Further practice

Extra Practice Student Book page 99

Workbook page 9

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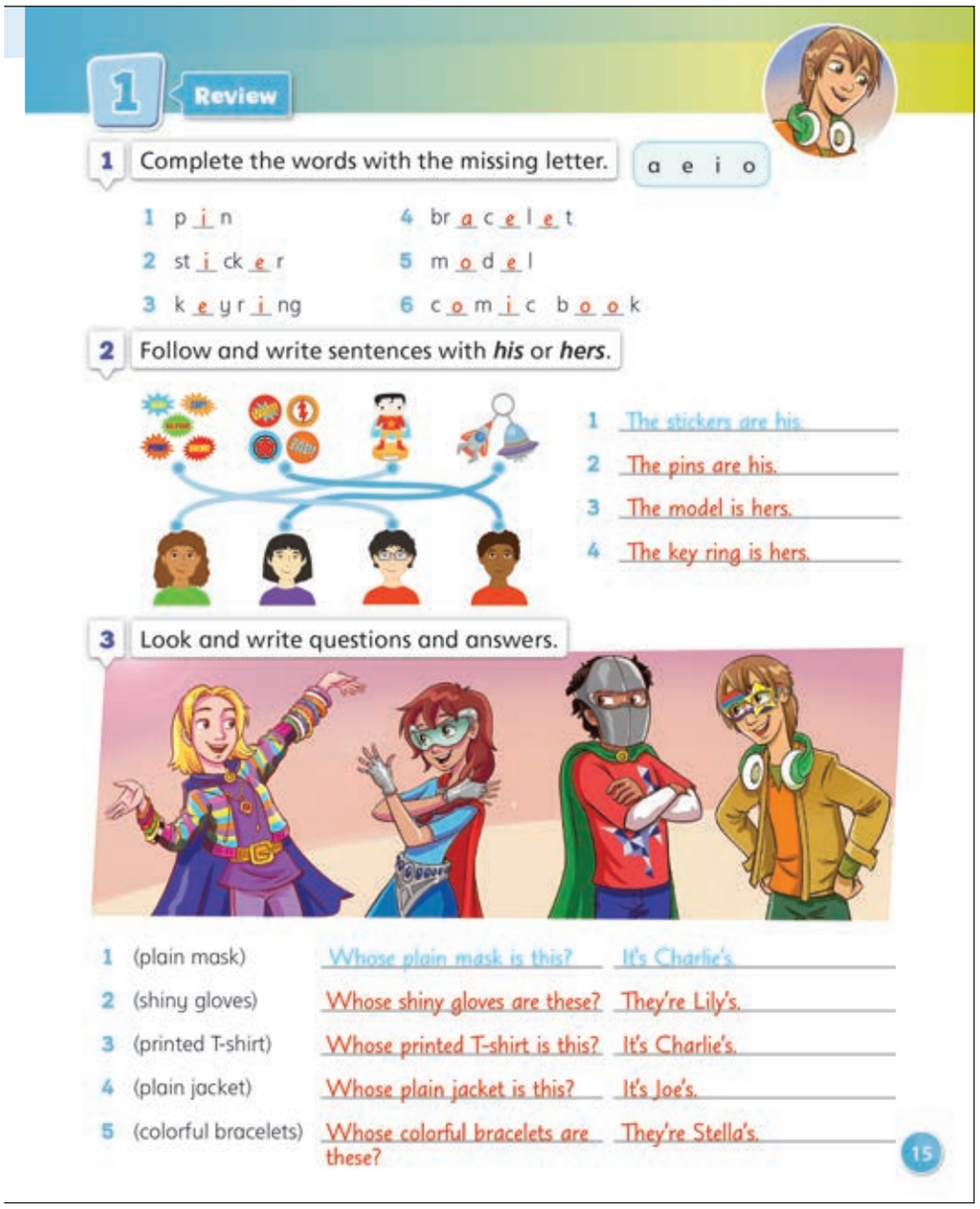
1 Review
1 Complete the words with the missing letter.
a e i o
1 p i n
2 st i ck e r
3 k e y r i ng
4 br a c e l e t
5 m o d e l
6 c o m i c b o o k
2 Follow and write sentences with his or hers.
1 The stickers are his.
2 The pins are his.
3 The model is hers.
4 The key ring is hers.
3 Look and write questions and answers.
1 (plain mask) Whose plain mask is this? It's Charlie's.
2 (shiny gloves) Whose shiny gloves are these? They're Lily's.
3 (printed T-shirt) Whose printed T-shirt is this? It's Charlie's.
4 (plain jacket) Whose plain jacket is this? It's Joe's.
5 (colorful bracelets) Whose colorful bracelets are these? They're Stella's.
15

Review page 15

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: *comic book, model, sticker, pin, key ring, bracelet, autograph, mask, printed, plain, The … are his/hers/mine. Whose … is this/are these?*

Review: *It's, They're, this, these*

Materials

Unit 1 flashcards; Class Audio CD 1

Warmer

- Play *Yes or No*. See Ideas bank (Teacher's Book page 161) for instructions.

1 Complete the words with the missing letter.

- Tell students to complete the words with the missing letters in the box. Check students understand by asking *What's number 1 (pin)?*
- Check answers by inviting students to the board to write the words. Ask the class to check if it they are correct.

TEACHING TIP

Less confident students can do the activity with extra support. Stick the flashcards on the board and elicit the words. Students do the activity in pairs. Confident students do the activity individually then check answers in pairs.

2 Follow and write sentences with *his* or *hers*.

- Point to the pictures of things and ask students what they can see. Hold up your Student Book and follow the line from the stickers to the boy. Read out number 1. Check that students understand by asking *What's number 2 (The pins are his.)?*
- Check answers by asking students to hold up their books, trace the line with their fingers, and read aloud the answer.

3 Look and write questions and answers.

- Point at the picture and ask students what they can see. Explain that students have to write questions and answers. Check students understand by asking *What's number 2? Whose shiny gloves are these?* Tell students to write the questions and answers in their books.
- Check answers by asking one student to read a question and another to say the answer.

Extension activity

Write words from the unit on the board with the letters in jumbled order. Divide the class into two teams. The first team to solve the anagram gains a point.

Finisher

Play the *Lights, Camera, Action!* song from Unit 1 Lesson 3 (page 11) 1.14 for students to listen and join in.

Further practice

Unit 1 Test

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Unit 2 On Site!
Lesson 1 pages 16–17

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.

To review grammar from a previous unit.

Language and structures

Active: *drive, dig, find, carry, study, teach, break, fix*

Review: *present simple, where, can*

Materials

Unit 1 and 2 flashcards; Class Audio CD 1

Warmer

- Play *Musical flashcards* with the Unit 1 flashcards and the *Lights, Camera, Action!* song from Unit 1 Lesson 3 (page 11) 1.14. See Ideas bank (Teacher's Book page 161) for instructions.

1 Listen and point. Listen and repeat. 1.19

- Books closed. Introduce the new words (Actions) using the Unit 2 flashcards. Stick the flashcards on the board one at a time and say each word for students to repeat.
- Books open. Hold up your Student Book, point to the words, and play the recording for students to point and repeat.

Transcript

drive dig find carry study teach break fix

- Then play the recording again for students to listen, point, and repeat.

Extension activity (optional)

Play a miming game. Stick the flashcards on the board. Divide the class into two teams. Each team chooses an action and a team member mimes it for the other team to guess. Remove flashcards from the board once they have been mimed. The game finishes when all the cards are removed from the board.

2 Listen and number. 1.20

- Hold up your Student Book, point to the vocabulary items, and ask students to say the words.
- Play the recording for students to listen and point to the actions being carried out in the main picture.
- Point to the number boxes on pages 16 and 17 and say *Listen and number. Write 1, 2, 3, 4, 5, 6, 7, or 8.*
- Play the recording again to check that students have understood (*1 fix*).

- Play the remainder of the recording, pausing after each item for students to write.
- Check answers by asking *What's number 1 (fix)?*

Transcript

1 fix **2** find **3** dig **4** break
5 carry **6** drive **7** study **8** teach

Extension activity

Show a flashcard to the class and then put it on the board, facing inwards so that students can't see the picture.

Repeat with the rest of the cards, making a cloud shape on the board.

Once all of the cards are on the board, invite students to come to the front one at a time. The student names a vocabulary item and turns over a card. If the student gets the answer right, keep the card with its picture showing and give the student another turn. If he/she is wrong, turn the card over again and invite another student to the front of the class. Continue until all of the cards have been identified.

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3 Write. Where can you do these actions?

- Hold up your Student Book, point to the photos, and ask students to name the actions. Allow time for students to write the words.
- Check answers by asking around the class *What's number 1 (dig)?*
- Point to the photo for number 1 and ask students *Where can you do this (a garden)?* Tell them to write their ideas for each action in their notebooks. Then they can compare their answers in pairs.

Extension activity

Divide students into two teams. Start to spell out a word from the vocabulary. When students think that they know the word, they knock on their desks and give you the answer. You can also ask students to take your place. Show them a flashcard in secret and they start spelling the word for their team to guess.

4 Ask and answer.

- Model the dialogue with confident students.
- Monitor as students act out the dialogue in pairs. Encourage students to use different action words in their dialogues.

Finisher

- Play *Simon says* using the action words from this lesson. See Ideas bank (Teacher's Book page 161) for instructions.

EXTRA VOCABULARY

bucket
cap
clean
hole
jeep
palm tree
sand
spade
tools

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Lesson 2 pages 18–19

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.

To review vocabulary from Lesson 1.

Language and structures

Active: *study, drive, dig, find, study, teach, break, fix; What's going on? We're driving to the Roman theater.*

Review: *present continuous, video, recording, theater, excited, statue, head*

Materials

Unit 2 flashcards; Class Audio CD 1

Warmer

- Play *Tic-tac-toe* with the Unit 2 flashcards from Lesson 1 (Actions). See Ideas bank (Teacher's Book page 161) for instructions.

1 Listen and read. 1.21 What's missing from the statue? Act it out.

- Books open. Ask students to look and say what characters they know and what actions they can see.
- Play the recording and encourage students to point to the correct characters and actions as they hear them.
- Ask students *What's missing from the statue?* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame: 1 *What is Amy doing?* (*She is driving.*) 2 *What are the people doing?* (*They are digging.*) 3 *What do they find?* (*a statue*) 4 *Who is digging?* (*Charlie*) 5 *Who helps Charlie?* (*Joe*) 6 *What do they find?* (*a head*) *Is it the right head for the statue? (No!) What is the head for?* (Students' own answers).
- Divide the class into groups to act out the story.
- Allow students time to practice in their groups. Then invite groups to act out the story for the class.

ANSWER

a head

Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They look for action words in the story and write them in their notebooks.

ANSWERS

There are eight action words: making, recording, driving, digging, find, doing, fix, moving

Further practice

Workbook page 10

2 Lesson 2
Charlie's Head!
1 Listen and read.
What's missing from the statue? Act it out.
I'm making a video. OK, it's recording.
We're driving to the Roman theater. What's going on? Let's find out!
Look, they're digging.
She's excited! What is it?
It's a statue. But it doesn't have a head!
Oh no! They can't fix it. They need to find the head.
Half an hour later
Hey – what's this?
Charlie – what are you doing?
I'm digging! There's something here.
It isn't moving! Come on – help me.
I don't think this is the right head!
Smile, Charlie!
How many action words are in the story? Make a list.
18

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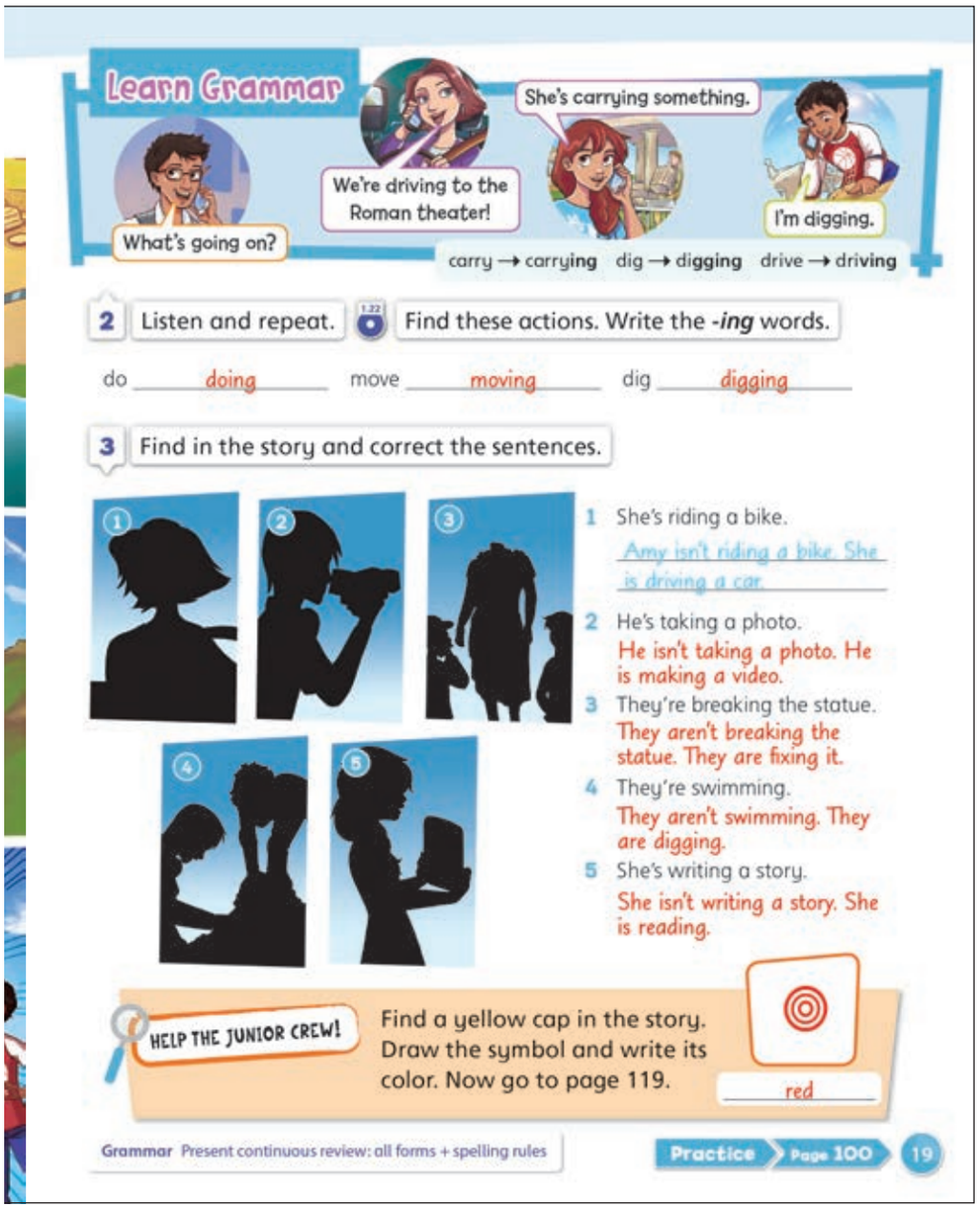
Learn Grammar
What's going on?
We're driving to the Roman theater!
She's carrying something.
I'm digging.
carry → carrying dig → digging drive → driving
2 Listen and repeat. 1.22 Find these actions. Write the -ing words.
do doing move moving dig digging
3 Find in the story and correct the sentences.
1 She's riding a bike.
Amy isn't riding a bike. She is driving a car.
2 He's taking a photo.
He isn't taking a photo. He is making a video.
3 They're breaking the statue.
They aren't breaking the statue. They are fixing it.
4 They're swimming.
They aren't swimming. They are digging.
5 She's writing a story.
She isn't writing a story. She is reading.
HELP THE JUNIOR CREW!
Find a yellow cap in the story. Draw the symbol and write its color. Now go to page 119.
red
Grammar Present continuous review: all forms + spelling rules
Practice Page 100
19

2 Listen and repeat. 1.22 **Find these actions. Write the *-ing* words.**

- Tell students to look for the actions in the story frames and then write the *-ing* form. Check that students understand by asking *What is the -ing form of do (doing)?* Ask students to point to characters that are doing actions in the story.
- Allow students time to find the words and write them in the *-ing* form.
- Write *do, move, put* on the board and check answers by asking confident students to write the *-ing* verbs under each word. Ask the class to check their spelling. Check that students understand the spelling rules by writing more verbs from the story on the board for students to change to the *-ing* form, e.g. *make, give, dig, fix*. Write *do–doing* on the board and elicit the rule: we add *-ing*. Point to *make–making* and elicit the rule: we drop the silent *e*, and then point to *dig–digging* and elicit that when the word ends with a consonant, we double the consonant.

21ST CENTURY SKILLS

Communication
Students learn spelling rules for the *-ing* form of verbs.

3 Find in the story and correct the sentences.

- Hold up your book and point to the pictures. Ask students to say what actions they see. Then tell students to look at the story frames and say which actions they can see. Explain that the sentences are incorrect and they need to look at the story frames and then write correct sentences in their notebooks.
- Check that students understand by reading the first sentence aloud and asking *Is Amy riding a bike (No.)? Ask What is she doing (She's driving a car.)?*
- Allow students time to write the correct sentences. Check answers by asking students to read out their correct sentences.

Help the Junior Crew!

- Students find the yellow cap in the story, draw the symbol (three circles inside each other) in the box on page 19, and write the word.
- Tell students to find the word in the *Junior Crew Mystery Message* on page 119 of the Student Book. See the *How to …* section in the Teacher's Book on page 33 for instructions. (The word for the *Mystery Message: it's*.)

Finisher

- Tell students to work in pairs and imagine what happens next in the story. Pairs can then share their ideas with the class.

Further practice

Extra Practice Student Book page 100
CD-ROM: Vocabulary and Grammar Worksheet Unit 2 Lesson 2
Workbook page 11

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Lesson 3 pages 20–21

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary in a listening text.

To review and expand on the grammar structure from Lesson 2.

To sing a song using the language from the unit.

Language and structures

Active: *shout, whisper, touch, share, study, drive, find, dig, carry, fix, break, teach; You mustn't touch that! You must whisper in the museum.*

Review: *book, excited, library, sign, museum*

Materials

Unit 2 flashcards; Class Audio CD 1

Warmer

- Play a *Relay race.* Ask students to line up in teams of five. Give the players at the front a flashcard. The first person in the line has to name the word on the card and then pass it to the next person, who names it, and so on down the line. Then the last person in the line runs to the front, says the word, and stands at the front. The first team to finish wins a point. You can repeat with the remaining flashcards.

1 Listen, read, and say. 1.23 Can you do these things in school? Where?

- Books closed. Introduce the new words with the flashcards. Hold up and point to the flashcards, say the words, and ask students to repeat.
- Books open. Play the recording for students to listen and point to the photos in their Student Books. Then play the recording again for students to listen, read, and repeat the words.
- Ask students *Can you do these things at school?* Ask *Where can you shout (in the playground)? Where can you whisper (in the classroom)? Where can you touch (outside, in the classroom)? Where can you share (in the classroom, in the playground)?* Suggest any reasonable answers that students can come up with.

Transcript

shout whisper touch share

2 Look, read, and match.

- Point to the pictures and ask students to say the words.
- Explain that students have to match the two parts of the sentences and then match them to the pictures. Check that students understand by reading aloud number 1 and asking a confident student to read the matching half. Ask *Which picture matches the sentence?*
- Allow students time to match the sentence halves and then match the sentences to the pictures.
- Check answers by asking one student to read one half of a sentence and another to say the matching half and the related picture.

TEACHING TIP

For less confident students, read aloud the first half of the sentence and encourage students to read the matching half. More confident students can read the sentence halves in pairs.

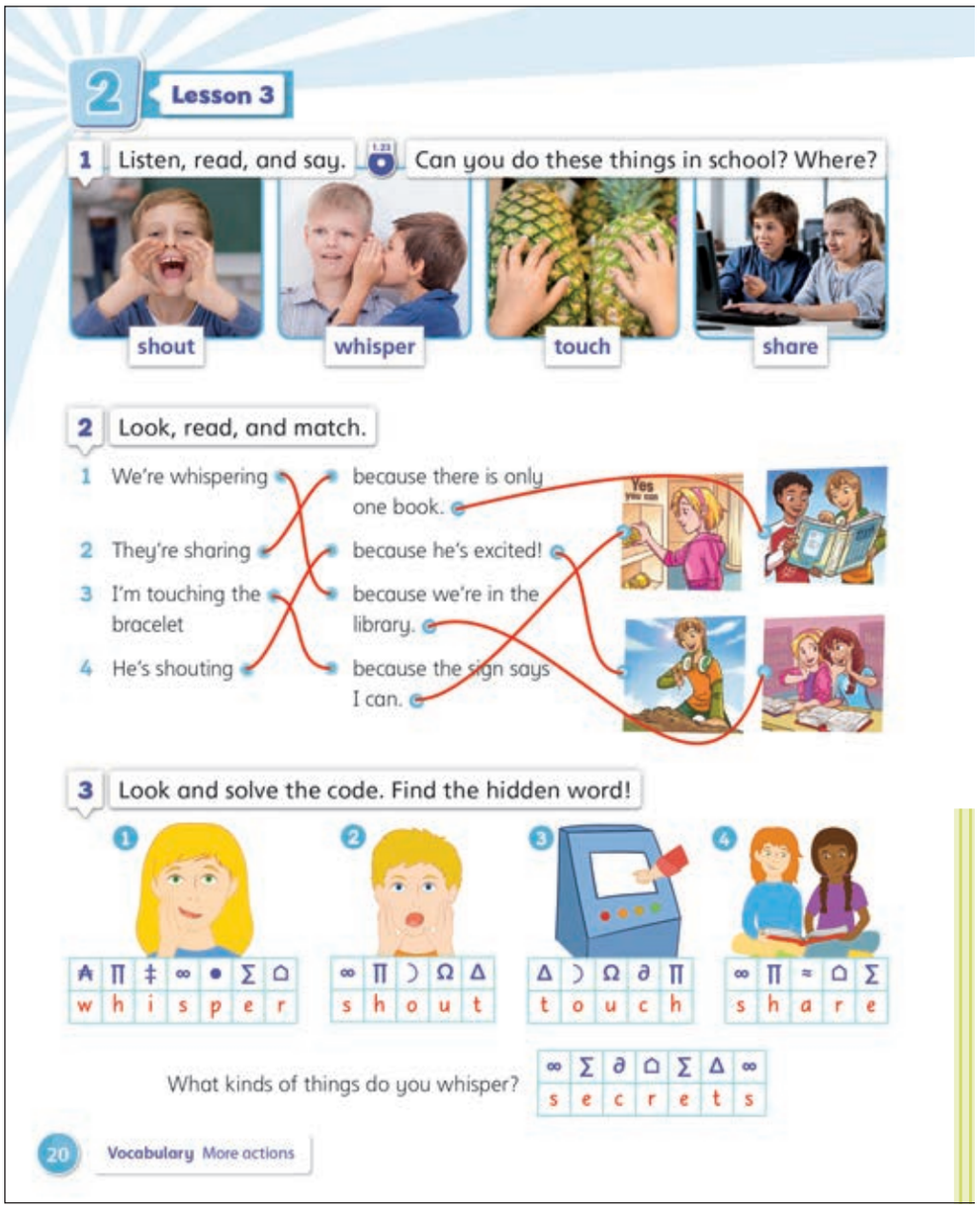
3 Look and solve the code. Find the hidden word!

- Point to the pictures and ask students what actions they can see. Complete the first item as a class. Explain that each symbol represents a letter in the word and they can use it to work out the secret code.
- Students complete the activity in their Student Books. Then students read aloud their answers and tell you what the word is.

Critical thinking and problem-solving

Students learn to decode a message written in symbols.

Notes


2 Lesson 3
1 Listen, read, and say. 1.23 Can you do these things in school? Where?
shout
whisper
touch
share
2 Look, read, and match.
1 We're whispering
2 They're sharing
3 I'm touching the bracelet
4 He's shouting
because there is only one book.
because he's excited!
because we're in the library.
because the sign says I can.
3 Look and solve the code. Find the hidden word!
w h i s p e r
s h o u t
t o u c h
s h a r e
What kinds of things do you whisper?
s e c r e t s
20 Vocabulary More actions

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Learn Grammar
We're visiting the museum.
Careful! You mustn't touch that! Here. You must wear gloves.
Cool! There's the statue from the Roman theater!
Shh! You must whisper in the museum.
4 Listen, read, and repeat.
5 Circle must or mustn't. Listen and check.
1 You must / mustn't shout.
2 You must / mustn't touch the statues and paintings in the museum.
3 You can touch some things, but you must / mustn't wear gloves.
4 You must / mustn't share the computers.
5 You must / mustn't take photos.
6 Listen and sing.
Watch!
Song!
Chorus:
Let's visit the museum and have a walk about.
You can whisper to your friends, but you mustn't shout!
We can find amazing things hey look at those tools.
But we mustn't touch.
We must follow the rules.
What's she carrying?
It looks like something great.
We must go and help her.
We don't want it to break.
Who's that in the painting?
He's wearing a mask.
We must ask the teacher, but we mustn't touch the glass.
Grammar You must / mustn't
Practice Page 101
21

4 Listen, read, and repeat. 1.24

- Play the recording for students to listen and read along in their Student Books. Then play it again and encourage students to repeat the grammar structure.

Transcript

Charlie: We're visiting the museum.
Museum tech 1: Careful! You mustn't touch that! Here. You must wear gloves.
Joe: Cool! There's the statue from the Roman theater!
Museum tech 2: Shh! You must whisper in the museum.

5 Circle *must* or *mustn't*. Listen and check. 1.25

- Explain to students that they are going to read some rules in the museum. Check that students understand the meaning of *rules*. Explain that students have to read the sentences and circle *must* or *mustn't*.
- Check that students understand by pointing to number 1 and asking *What action is it (shout)?* Ask *Can you shout in the museum (No.)?* Ask a confident student to read aloud the complete sentence. Students complete the activity.
- Play the recording for students to check their answers.

Transcript

Museum Rules!
Welcome to the museum. Listen. Here are the rules!
People are studying. You must be quiet.
You mustn't shout.
You mustn't touch the statues and paintings in the museum.
You can touch some things, but you must wear gloves. Ask your teacher.
We don't have lots of computers. When you study, you must share with your friends.
Please put away your camera! You mustn't take photos in the museum.
Enjoy your visit to the museum!

6 Listen and sing. 1.26

- Tell students to look at the picture and ask where the people are and what they are doing (*They are at the museum, they are looking at a picture.*). Play the song for students to listen and read the lyrics.
- Create actions as a class. For example, cup your hands to your mouth to mime *whisper*, mime *shouting*, touch an object to mime *touch*, pick up and carry something to mime *carry*, mime *painting*.
- Play the song again for students to sing and do the actions.

Fast finishers

- Ask fast finishers to work in pairs. Each student chooses a word from the vocabulary. They give their partner a clue about the action by either miming the action or saying where they can do it. The other student guesses the action.

Further practice

Extra Practice Student Book page 101
CD-ROM: Vocabulary and Grammar Worksheet Unit 2 Lesson 3
Workbook page 12

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Lesson 4 page 22

Classroom Presentation Tool

Objectives

To present a CLIL concept (History).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *ground, town, cities, old, modern, monuments, tools, machines, clues*

Review: *library, museum, history*

Materials

CLIL Worksheet Unit 2 Lesson 4 (History); Unit 2 flashcards; Class Audio CD 1; paper (optional)

Warmer

- Play the *At the museum* song from Unit 2 Lesson 3 (page 21) 1.26 again and encourage students to join in.

1 Look and say. What are they doing? Why do archeologists dig?

- Point to the photos and ask students to say what they can see.
- Ask students the question. Discuss the answer with the class.

ANSWER

Archeologists dig to find things and old buildings that are covered up.

2 Read and listen. 1.27

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to point to the pictures as they hear them.
- Ask students if they know of any famous archeological digs or finds in their country.

3 Which paragraph is this information in? Write the answers.

- Read out the first sentence. Ask students to look for the information in the text. Then ask a confident student to give you the answer and say the letter of the paragraph. Students read the sentences and write the letter of the paragraph that corresponds to the information and the correct information. Allow students time to do the activity.
- Check answers by reading aloud the sentences and asking students to say which paragraph the information is from. Then ask confident students to give the full answers.

2 Lesson 4
History
1 Look and say. What are they doing? Why do archeologists dig?
2 Read and listen.
Archeology
A Archeologists study our history. They dig and look for things. But why are these things under the ground?
B Many of our towns and cities are very old. Over hundreds of years, a city changes. Old buildings and monuments fall down, and people build new buildings.
C The old buildings are often under the modern city. Archeologists dig carefully to find the old buildings and artifacts that are covered up.
D When they find something, they use special tools and modern machines. Archeologists look for clues. They can find out how old things are and where they come from.
3 Which paragraph is this information in? Write the answers.
1 What do archeologists study? A They study our history.
2 What do archeologists find? C They find old buildings and artifacts.
3 What do archeologists use? D They use special tools and modern machines.
4 Where are old buildings? C They are often under the modern city.
5 What can archeologists find out? D They can find out how old things are and where they come from.
4 Do the Archeology Challenge worksheet.
22

TEACHING TIP

Less confident students can do the activity in pairs and underline the parts of the text that give them the answers. More confident students can do the activity individually then check answers in pairs.

4 Do the Archeology Challenge worksheet.

- Tell students they are going to take a quiz to find out what they know about archeology.
- Hand out the copies of the CLIL Worksheet for Unit 2.
- For Activity 1, tell students to look at the pictures and match them to the descriptions. Pre-teach any difficult words, e.g. *mosaic, tools, coin*. For Activity 2, students work in pairs. They look at the artifacts and answer the questions. They then use the words in the box to complete the descriptions.
- Check answers by asking questions to students around the class.

ANSWERS

1 2, 4, 5, 1, 3

2 1 E 2 A 3 B

3 1 find, pieces 2 coin head 3 wood, farmer 4 tools, builder 5 mosaic, fix

21ST CENTURY SKILLS

Initiative and self-direction

Students practice using information to form their own conclusions.

Extension activity

Students can draw their own archeological dig with different objects and label them. Display students' work on the classroom walls. Ask students to walk around the room and think of two things they found interesting. Get feedback around the class.

Finisher

- Play *Sharkman* (*Hangman*). See Ideas bank (Teacher's Book page 161) for instructions.

Further practice

Workbook page 13

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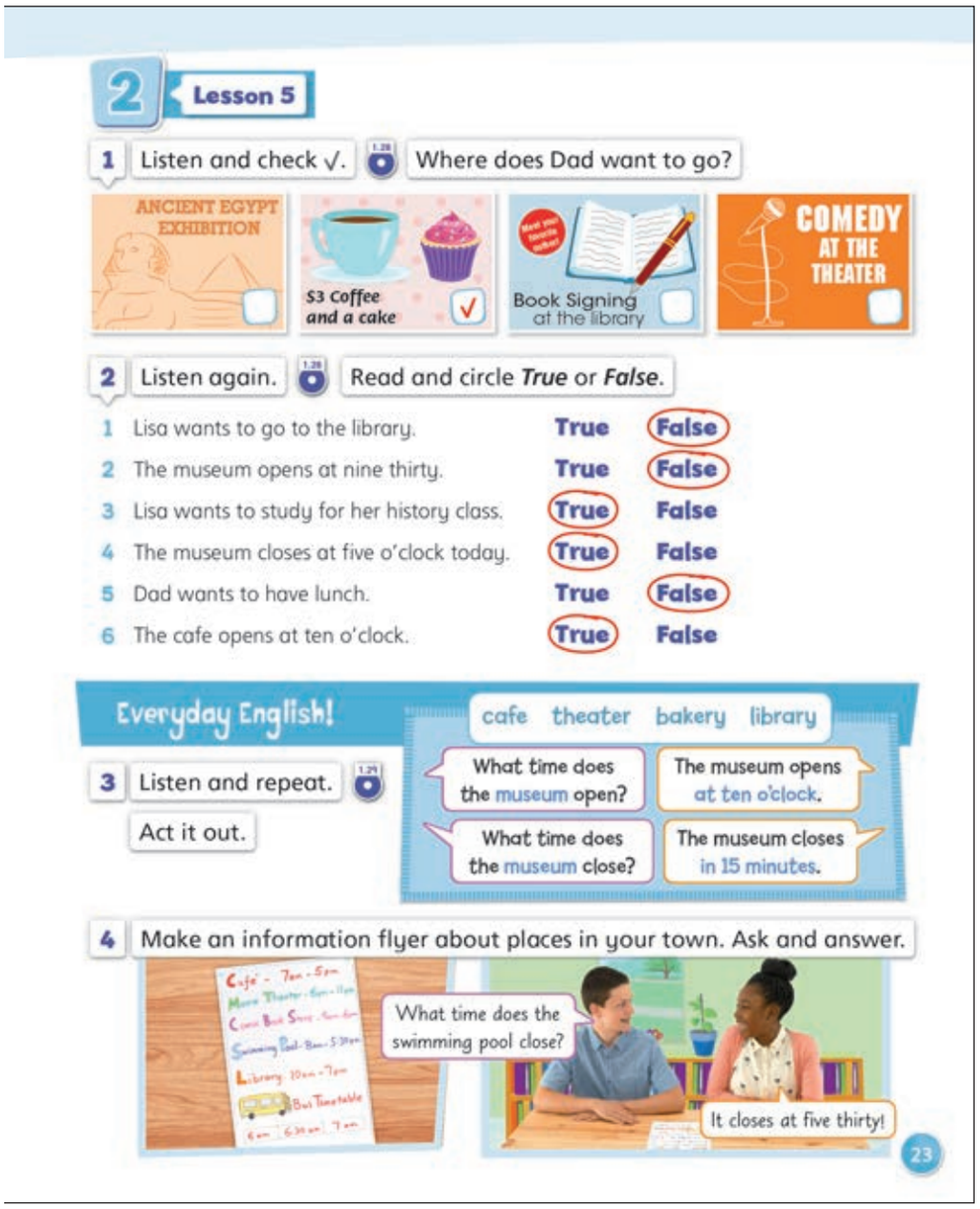
2 Lesson 5
1 Listen and check √. 1.28 Where does Dad want to go?
ANCIENT EGYPT EXHIBITION
$3 Coffee and a cake
Book Signing at the library
COMEDY AT THE THEATER
2 Listen again. 1.28 Read and circle True or False.
1 Lisa wants to go to the library. True False
2 The museum opens at nine thirty. True False
3 Lisa wants to study for her history class. True False
4 The museum closes at five o'clock today. True False
5 Dad wants to have lunch. True False
6 The cafe opens at ten o'clock. True False
Everyday English!
cafe theater bakery library
3 Listen and repeat. 1.29
Act it out.
What time does the museum open?
The museum opens at ten o'clock.
What time does the museum close?
The museum closes in 15 minutes.
4 Make an information flyer about places in your town. Ask and answer.
What time does the swimming pool close?
It closes at five thirty!
23

Lesson 5 page 23

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a listening text.

To develop listening for specific information.

To teach an *Everyday English* expression.

To complete a craft project.

Language and structures

Active: *What time does the museum open? The museum opens at ten o' clock.*

Review: *library, study, cafe, theater, bakery*

Materials

Unit 2 flashcards; Class Audio CD 1; colored pens, paper

Warmer

- Create space in the classroom, say an action word from Unit 2, and ask students to mime the action. Then shout *Freeze!* Students freeze in those positions while you walk around the room and make positive comments.

1 Listen and check ✓. 1.28 Where does Dad want to go?

- Point to the flyers and ask students what they can see. Tell students they are going to listen about a visit to a museum. Play the recording for students to listen, and then ask the question.

ANSWER

Dad wants to go to the cafe.

Transcript

Girl: Come on, Dad! There's no time for breakfast!
Dad: Hey! What's going on, Lisa?
Girl: It's time to go!
Dad: Time to go where? It's too early to go to the library. You can take your books back later.
Girl: The museum! It opens at ten o'clock!
Dad: Well, we have lots of time. It's only nine thirty.
Girl: Yes, but I want to get there early! I want to see everything!
Dad: OK, OK. I'm coming.
Girl: Come on! Hurry! It's nearly ten o'clock! The museum closes at three o'clock. And I need to look at everything in the museum! I'm studying for my history class!
Museum staff: You have plenty of time! Today is a special day. Today the museum closes at five o'clock.
Dad: Wow! That's great! Let's go find some breakfast! What time does the cafe open?
Museum staff: The cafe opens in five minutes.
Dad: Great! The cafe opens at ten o'clock, too. Thank you! Come on. I'm hungry!
Girl: Oh, Dad!

2 Listen again. 1.28 Read and circle *True* or *False*.

- Tell students they are going to listen again and circle *True* or *False*. Read the sentences aloud before you play the recording. Then play the recording for students to complete the activity.

TEACHING TIP

To check answers, you could read the sentences and ask students to put up their hands if the answer is true and fold their arms if it is false.

3 Listen and repeat. 1.29 Act it out.

- Play the recording for students to listen and repeat.
- Model the dialogue a few times with confident students.
- Students act out the dialogue in pairs. Encourage students to replace the blue words with the words in the box, and different times.

Transcript

A: What time does the museum open?
B: The museum opens at 10 o'clock.
A: What time does the museum close?
B: The museum closes in 15 minutes.

4 Make an information flyer about places in your town. Ask and answer.

- Explain the activity and hand out craft materials.
- Give students time to make their flyer.
- Point to the example in the book and model the dialogue with a confident student.
- Students work in pairs to ask and answer about each other's flyers.

Finisher

- Divide the class into two teams. Play *Word race.* See the Ideas bank on page 161.

Further practice
Workbook page 14

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Lesson 6 page 24

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a reading text.

To develop reading for specific information.

To think about the importance of learning about history.

To write a description of a scene.

Language and structures

Active: *whispering, digging, museum*

Review: *sunny, hot, museum*

Materials

Unit 2 flashcards; Class Audio CD 1

Warmer

- Play *Hit the card* with the Unit 2 vocabulary. See Ideas bank (Teacher's Book page 160) for instructions.

1 Read and listen. 1.30 Where is Stella reporting from?

- Point to the pictures and ask students what they can see.
- Read the question aloud. Then play the recording for students to listen and follow the text in their books. Ask students *Where is Stella reporting from?*

ANSWER

the Roman theater

21ST CENTURY SKILLS

Information literacy

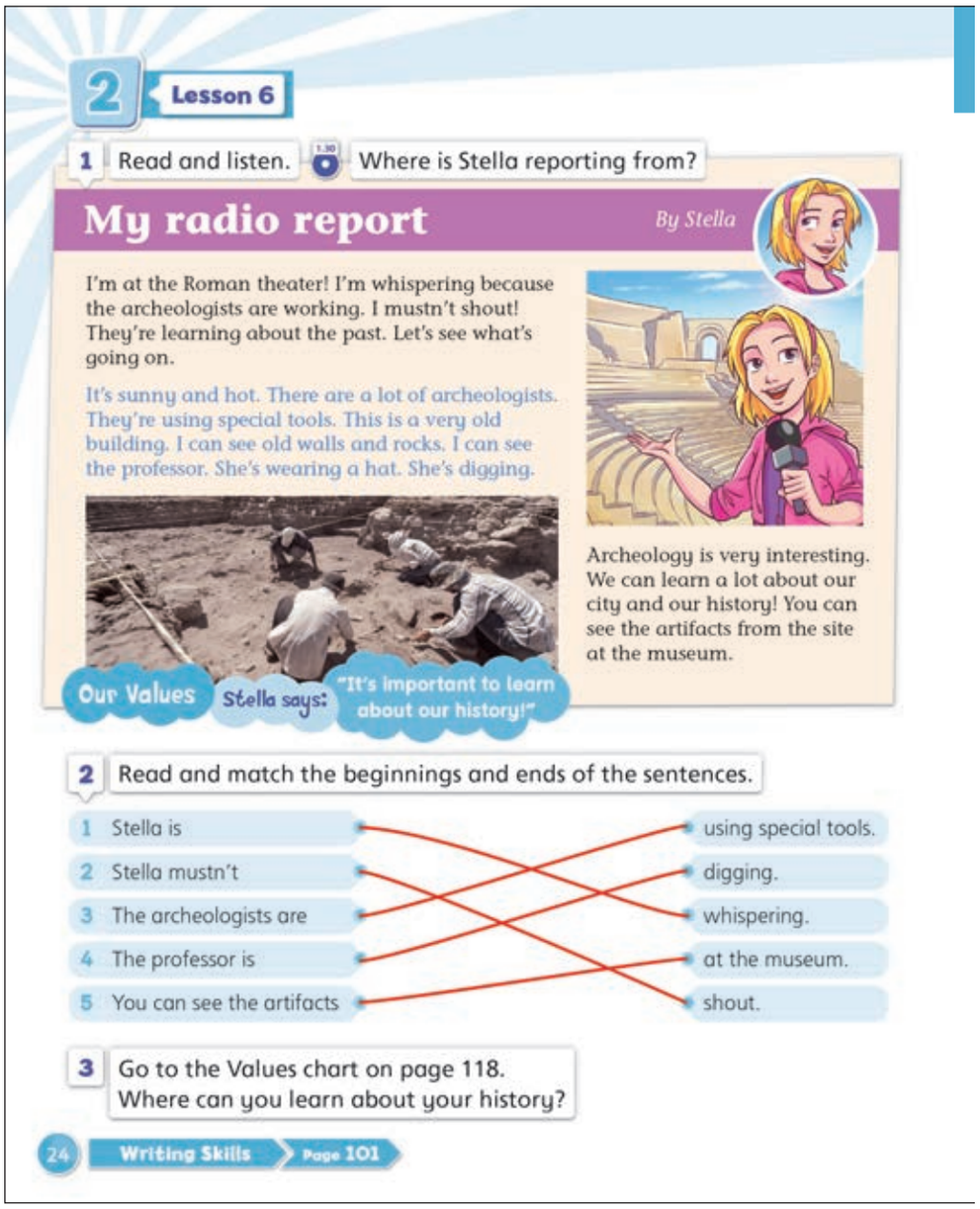
Students learn how to identify the key information in a text.

2 Read and match the beginnings and ends of the sentences.

- Explain to students that they have to match the sentence halves. Read aloud number 1 and ask students to say which is the matching half. Allow students time to match the sentence halves.
- Check answers by asking one student to read the first part of the sentence and another student to read the matching part.

TEACHING TIP

In a less confident class, do the activity with the whole class. Read the first part of the sentence and elicit the answers from the class. In a more confident class tell students to match the sentence parts individually and then check answers in pairs.


2 Lesson 6
1 Read and listen. 1.30 Where is Stella reporting from?
My radio report
By Stella
I'm at the Roman theater! I'm whispering because the archeologists are working. I mustn't shout! They're learning about the past. Let's see what's going on.
It's sunny and hot. There are a lot of archeologists. They're using special tools. This is a very old building. I can see old walls and rocks. I can see the professor. She's wearing a hat. She's digging.
Archeology is very interesting. We can learn a lot about our city and our history! You can see the artifacts from the site at the museum.
Our Values
Stella says: "It's important to learn about our history!"
2 Read and match the beginnings and ends of the sentences.
1 Stella is
2 Stella mustn't
3 The archeologists are
4 The professor is
5 You can see the artifacts
using special tools.
digging.
whispering.
at the museum.
shout.
3 Go to the Values chart on page 118. Where can you learn about your history?
24 Writing Skills Page 101

3 Go to the Values chart on page 118. Where can you learn about your history?

- Tell students to turn to page 118 of their Student Books. Read aloud the value for Unit 2 and ask students why it is important to learn about our history (*Because it teaches us about life in the past and how life has changed.*).
- Ask students how they can learn history (at school, by going to museums, by talking to elderly relatives). Ask students to work in pairs and think of something interesting they have learned in their History lessons.
- Students write notes about what they learned. Then they color the correct number of stars to show how well they learned it.

Finisher

- Stick the flashcards for Unit 2 on the board. Divide the class into two teams. Ask students to line up at the back of the room. Make sure they have a clear run to the board. Tell students you are going to mime an action and a member from each team member has to race to the board, grab the correct flashcard and say the word. Repeat until all the flashcards have been removed from the board.

Further Practice

Extra Practice Student Book page 101

Workbook page 15

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2 Review

1 Unscramble the words. What is Stella doing? Write the *-ing* form.

1 wrphise 2 chtuo 3 tsohu 4 dnfi 5 crary

1 whisper
2 touch
3 shout
4 find
5 carry

Stella is studying.

2 Look and write sentences. Number the pictures.

1 We / dig / a hole — We're digging a hole.
2 They / share / a book — They're sharing a book.
3 I / drive / a train — I'm driving a train.
4 She / fix / a model — She's fixing a model.

A 2 B 3 C 1 D 4

3 Look and rewrite the rules with *must* and *mustn't*.

1 You mustn't touch.
2 You must share.
3 You mustn't run.
4 You must whisper.
5 You mustn't shout.

1 Don't touch! 2 Share! 3 Don't run! 4 Whisper! 5 Don't shout!

25

Review page 25

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: *shout, whisper, touch, share, study, drive, find, dig, carry, fix, break, teach, present continuous, you must/ mustn't*

Materials

Unit 2 flashcards; Class Audio CD 1; paper, ruler

Warmer

- Play *Write it up*. Divide the class into two teams. Give each team member a number. Explain that you are going to say a vocabulary item from the unit and you want the team members to write a sentence with the word and using the present continuous. For example, say *dig* and write on the board *They are digging.*

1 Unscramble the words. What is Stella doing? Write the *-ing* form.

- Show students the jumbled letters and explain they need to write the letters in the correct order to make the words. Explain that the letters in the green boxes will make a word.
- Allow students time to unscramble and write the words and then discover the hidden word.
- Check answers and ask students *What is Stella doing?*

2 Look and write sentences. Number the pictures.

- Point to the pictures and ask students what the people are doing. Point to number 2 and ask students to say what the sentence is. Then ask students to say which picture matches the sentence.
- Check answers by asking students to read aloud the sentences and say the matching picture.

3 Look and rewrite the rules with *must* and *mustn't*.

- Explain to students that they are going to look at the pictures and write rules using *must/mustn't*. Point to the first picture and ask *Can you touch?* Elicit *No. What's the rule?* Elicit *You mustn't touch.* Check that students understand by asking *What's number 2?* Tell students to write the sentences in their books.
- Check answers by asking students to read aloud their sentences.

TEACHING TIP

Make a note of any vocabulary or grammar students have problems with so you can do more practice in those areas.

Extension activity

Tell students to work in pairs and make up five rules for an imaginary school. Hand out pieces of paper and tell students to draw and write the rules. When students finish, ask each group to read out their rules.

Finisher

- Ask students what actions and things they can see on an archeological site.
- Write a list of words on the board as they tell you. Give students a piece of paper and a ruler and tell them to draw two frames about 15 x 10cm. Ask them to choose six words from the list on the board and secretly draw an archeological site that contains six of their words. When they are ready, put students in pairs. Explain that they should take turns to describe their picture to their partner using the present continuous. They draw their partner's picture in the second frame.
- Draw a frame on the board and demonstrate the activity by asking a confident student to draw what you describe. *Say There's an archeologist digging in the ground. There's a girl carrying a pot. There's a girl finding a bracelet.* Tell students they can draw stick figures for people to make the drawing task easier.

Further practice

Unit 2 Test
Units 1 and 2 Speaking Test
Workbook pages 16 and 17

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Culture 1
World Heritage pages 26–27

Classroom Presentation Tool

Objectives

To learn about World Heritage sites.

To present and practice four new items of vocabulary.

To review the linguistic content from Units 1 and 2.

Language and structures

Active: *protected, wall, canyon, reef*

Review: *special, archeologists, scientists, old, famous, buildings, monuments, study*

Materials

Class Audio CD 1; colored pens, poster paper

Warmer

- Play *Categories* with the Unit 1 and 2 vocabulary. See Ideas bank (Teacher's Book page 161) for instructions.
- Next, divide the class into groups. Give them one minute to think of as many countries as they can.
- Write their ideas on the board.

1 Look at the photos. Guess the countries.

- Books open. Tell students to look at the photos and say what places they can see. Ask students to guess where they are *(Grand Canyon: USA, Machu Picchu: Peru, Great Wall of China: China, Great Barrier Reef: Australia)*.
- Ask students which places they would like to visit and to say why.

2 Listen and read. 1.31

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they listen.

Transcript

Some places in the world are so special and important that they are on a list. It's called the *World Heritage* list. The places on the list are protected so that everyone can visit them.
Some of them are buildings and monuments, like the Great Wall in China, or the city of Machu Picchu in Peru. Others are made by nature, like the Grand Canyon in Arizona , USA, or the Great Barrier Reef in Australia.
Archeologists and scientists study these places, and they can tell us about our history.

Culture 1
World Heritage
1 Look at the photos. Guess the countries.
the USA China Peru Australia
2 Listen and read. 1.31
3 Read and label the countries.
4 Read again and write Yes, No, or Doesn't say.
5 Choose an important place in your country or area. Make a poster.
Some places in the world are so special and important, that they are on a list. It's called the World Heritage list. The places on the list are protected, so that everyone can visit them.
Some of them are buildings and monuments, like the Great Wall in China, or the city of Machu Picchu in Peru. Others are made by nature, like the Grand Canyon in Arizona, USA, or the Great Barrier Reef in Australia.
Archeologists and scientists study these places, and they can tell us about our history.
the USA
Peru
26

Culture note

World Heritage sites are chosen by the organization UNESCO, which is part of the United Nations. Places are chosen based on their cultural or natural importance. As of July 2017, there are 1,073 World Heritage sites. Italy has the greatest number of World Heritage sites in the world with 53 places, next is China with 52 sites, and Spain with 45 sites.

Extension activity

Ask students to work in pairs and find three World Heritage sites on the internet. They can find out the name of the site, the country it is in, and one fact about the site. Ask students to share their ideas with another pair before doing a whole-class discussion.

Notes

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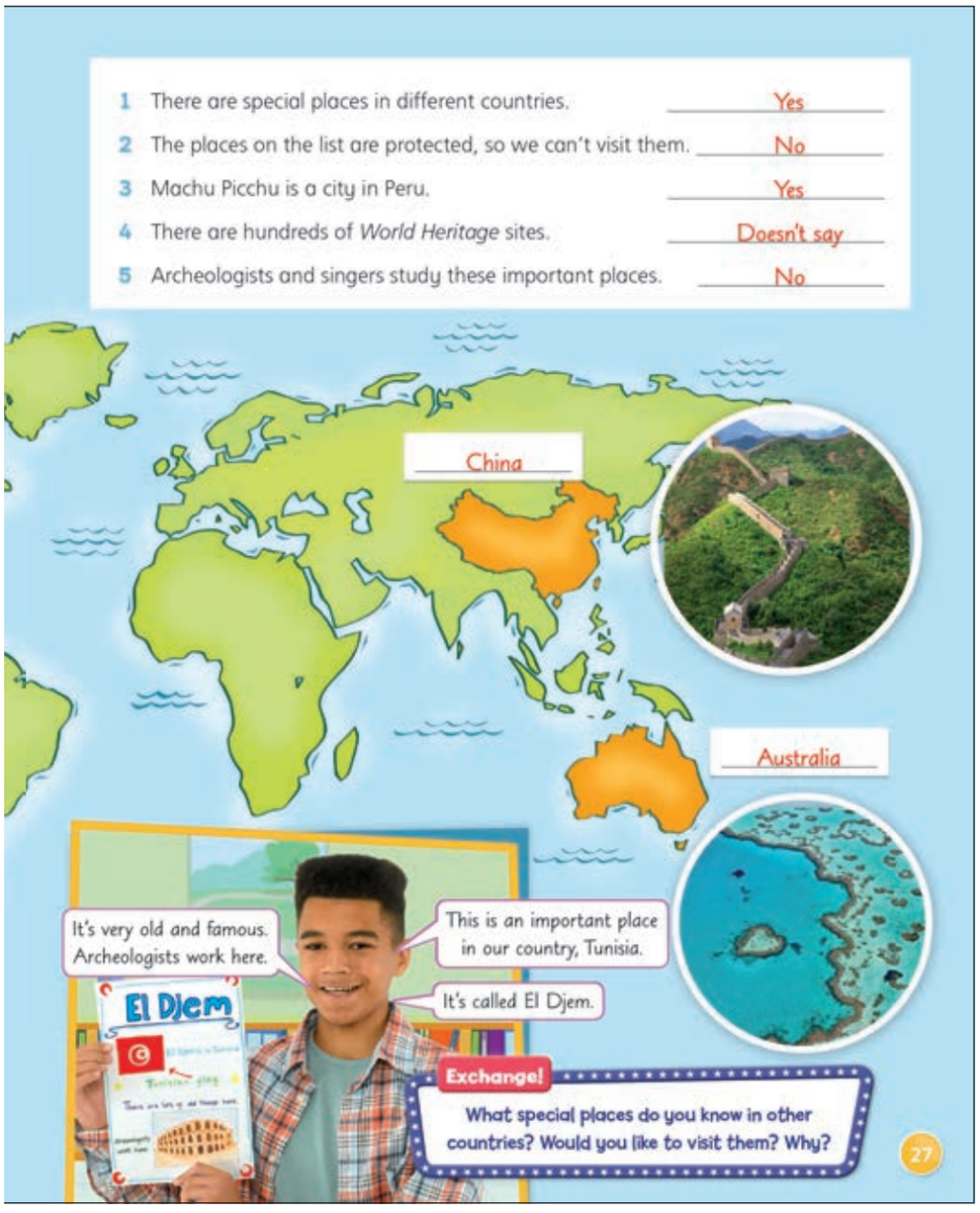
1 There are special places in different countries. Yes
2 The places on the list are protected, so we can't visit them. No
3 Machu Picchu is a city in Peru. Yes
4 There are hundreds of World Heritage sites. Doesn't say
5 Archeologists and singers study these important places. No
China
Australia
It's very old and famous. Archeologists work here.
This is an important place in our country, Tunisia.
It's called El Djem.
El Djem
Exchange!
What special places do you know in other countries? Would you like to visit them? Why?
27

3 Read and label the countries.

- Hold up your Student Book and point to the maps of the countries which are colored orange. Point to the Grand Canyon photo and ask *Which country is this in (the USA)?* Ask students to point to the map of the USA. Then tell students to label the remaining countries.
- Check answers by saying a country and asking students to hold up their Student Books and pointing to the correct map.

Fast finishers
Ask fast finishers to identify the other countries on the map.

4 Read again and write *Yes, No,* or *Doesn't say.*

- Read out the first sentence and ask students to look in the text and say *Yes, No,* or *Doesn't say*. Explain that *doesn't say* means the information is not in the text.
- Allow students time to do the activity.
- Check answers by reading the sentences and asking individuals to answer.

Fast finishers
Ask fast finishers to think of three questions about the text. Then, in pairs, swap and answer each other's questions.

5 Choose an important place in your country or area. Make a poster.

- Tell students they are going to make a poster about an important place in their country or area. They need to write facts and draw pictures about the place.
- Move around the class as students make their posters, help as needed, and ask questions, e.g. *Where is this? What is important about it?*
- Model the dialogue with a confident student for students to listen and repeat.
- Invite students to present their posters to the class. Display the posters around the class and have a class vote for the best one.

Exchange!

- With a less confident class, discuss the questions with the whole class. With a more confident class, students work in pairs. Then discuss the questions with the class.

Further practice
Workbook page 60

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Unit 3 Traffic News!
Lesson 1 pages 28–29

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.

To review grammar from the previous unit.

Language and structures

Active: *motorcycle, taxi, scooter, bus, van, truck, hot air balloon, tram*

Review: *present simple*

Materials

Unit 2 and 3 flashcards; Class Audio CD 1; paper

Warmer

- Give each student three small pieces of paper and tell them to write three words from Unit 2 on each piece of paper. Tell students to place their cards face up on their desks. Place the Unit 2 flashcards in a bag or pencil case. Choose a flashcard from the bag or pencil case and hold it up. The student who has that card says the word and turns over their word card. The winner is the student who turns over all of their word cards first.

1 Listen and point. Listen and repeat. 1.32

- Books closed. Introduce the new words (Transportation) using the Unit 3 flashcards. Hold up and point to the flashcards and say the words for students to repeat. Books open. Play the recording for students to listen and point to the correct means of transportation in the main picture.
- Then play the recording again for students to listen and repeat the words.

Transcript

motorcycle taxi scooter
bus van truck
hot air balloon tram

TEACHING TIP

You can use toy vehicles, e.g. car, bus, taxi, motorcycle to present and practice some of the new words.

Extension activity

Put a flashcard in a large envelope and show it to the class. Ask them to draw what they think it is. When students have finished, ask them to say what they have drawn. Then reveal the flashcard in the envelope. Repeat with other flashcards.

2 Listen and number. 1.33

- Hold up your Student Book, point to the vocabulary items, and ask students to say the words.
- Play the recording for students to listen and point to the means of transportation.
- Point to the labels and number boxes on pages 28 and 29 and say *Listen and number. Write 1, 2, 3, 4, 5, 6, 7 or 8.*
- Play the recording again to check that students have understood (*1 scooter*).
- Play the remainder of the recording, pausing after each item for students to number the picture.
- Check answers by asking *What's number 2 (taxi)?*

Transcript

1 scooter **2** taxi **3** hot air balloon
4 van **5** bus **6** truck **7** tram
8 motorcycle

Extension activity

Stick the flashcards on the board. Point to each flashcard and ask *What is it?* Say the correct word for each flashcard for students to repeat. Then turn each flashcard over face down. When all cards are face down, point to random flashcards and ask *What is it?* to see how many flashcards they can remember.

EXTRA VOCABULARY

bridge
buildings
driver
passengers
stop
stop light
ticket
traffic
traffic jam
train track

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hot air balloon 3
truck 6
CITY MOVING
tram 7
3 What do you do with these? Choose ride, drive, or fly. Write.
1 ride a motorcycle
2 ride a scooter
3 drive a truck
4 drive a bus
5 drive a taxi
6 drive a tram
7 fly a hot air balloon
8 drive a van
Hi, Lily! Find out about the traffic in our town!
4 Talk about your friends and family.
My aunty rides a motorcycle.
My grandpa drives a taxi.
29

3 What do you do with these? Choose *ride*, *drive*, or *fly*. Write.

- Hold up your Student Book, point to the photos, and ask students to name the means of transportation.
- Mime each of the actions and elicit the words, e.g. for *ride*, mime riding a motorcycle, for *drive*, mime driving a car, for *fly*, mime flying.
- Explain that students have to write *ride, drive*, or *fly* and the transportation word.
- To check understanding, point to number 2, ask *What's this (a scooter)?* Ask *Do you ride, drive, or fly it (ride)?* Tell students to write the answers in their Student Books.
- To check answers, ask individuals to read aloud their answers.

TEACHING TIP

Confident students can try to write the words without looking at pages 28 and 29 in their Student Books. Less confident students can look at the words in their Student Books and work in pairs.

4 Talk about your friends and family.

- Model the dialogue with confident students.
- Monitor as students act out the dialogue in pairs. Encourage students to use different transportation words in their dialogues.

21ST CENTURY SKILLS

Collaboration

Students practice speaking in pairs.

Finisher

- Write one of the new words on the board with the vowels missing. Play a game in teams. Each team takes a turn to complete the word.

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Lesson 2 pages 30–31

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.

To review vocabulary from Lesson 1.

Language and structures

Active: *motorcycle, taxi, scooter, bus, van, truck, hot air balloon, tram; Amy always comes to the news studio at seven o'clock. It's eight o'clock now. She's waiting at the bus stop.*

Review: *present simple*

Materials

Unit 3 flashcards; Class Audio CD 1

Warmer

- Play *First letters*. Divide the class into two teams. Write the first letter of one of the transportation words on the board. The first team has to guess what the word is. They have three tries. If they guess correctly, invite a team member to the front of the class to write the word. Award one point for correct spelling. Repeat with the other team.

1 Listen and read. 1.34 Why is there a traffic jam? Act it out.

- Books open. Ask students to look and say what characters they know and what transportation they can see.
- Play the recording and encourage students to point to the correct characters and transportation as they hear them.
- Ask students *Why is there a traffic jam?* Elicit *There's a hot air balloon in the middle of the road.* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame: 1 *What time does the studio always open?* (*at six o' clock*) 2 *Where is Amy?* (*at the bus stop*) 3 *Where is Joe?* (*in his uncle's taxi*) 4 *What time does the traffic report always start?* (*at eight o'clock*) 5 *What can they see?* (*cars, buses, motorcycles, and a hot air balloon*) 6 *Who is on the traffic news?* (*Charlie*)
- Divide the class into groups to act out the story.
- Allow students time to practice in their groups. Then invite groups to act out the story for the class.

3
Lesson 2
Traffic Jam!
1 Listen and read.
1.34
Why is there a traffic jam? Act it out.
I don't understand! The studio always opens at six o'clock.
Well, the door isn't opening.
Where are Amy and Hassan?
Saturday, 8 a.m.
Hi, Amy. Where are you? You're always here early.
I'm waiting at the bus stop. What's going on?
Hi, Joe. Where are you?
TAXI
I'm in my uncle's taxi. We're waiting in a traffic jam.
Look – there's the traffic helicopter. But it isn't flying.
The traffic report always starts at eight. But here's the pilot!
What's going on, Charlie?
I can see cars and buses and motorcycles ...
Oh! I can see a hot air balloon. It isn't flying. It's in the middle of the road.
Charlie! You're on the traffic news!
Oh ... Good morning. There's a big traffic jam ...
How many kinds of transportation can you see in the story? Make a list.
30

Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They look for means of transportation in the story and write a list in their notebooks.

ANSWERS

cars, bikes, buses, hot air balloon, helicopter, taxi, scooter, truck

Further practice

Workbook page 18

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Learn Grammar
Amy always comes to the news studio at seven o'clock.
It's eight o'clock now. She's waiting at the bus stop.
2 Listen and repeat. 1.35 Find two more examples in the story.
What happens at the news studio at six o'clock every day?
What's happening today?
When does the traffic report start every day?
What's happening today?
3 Look and find the people in the traffic jam. Listen and check. 1.36
9:00 CITY NEWS! with Diana Days
9:10 the weather report with April Rain
9:15 Sports News! with Julio Bola
9:20 Traffic News with Dave Brum
HELP THE JUNIOR CREW!
Find a blue door in the story. Draw the symbol and write its color. Now go to page 119.
orange
Grammar Present simple and present continuous contrast
Practice Page 102
31

2 Listen and repeat. 1.35 Find two more examples in the story.

- Play the recording for students to listen. Then play the recording again for students to repeat the grammar structure.
- Read aloud the first question and ask students to find the answer in the story. (*The studio opens.*) Ask *Is it something that happens every day (Yes.)? How do you know (Because they use 'always' in the sentence.)?* Ask *What tense is it (present simple)?* Read the second question and ask students to find the answer in the story. Ask *Is it something that happens every day (No.)? Is it happening now (Yes.)? What tense is it (present continuous)?* Ask *What do we use the present simple for (actions that happen often or always)? What do we use the present continuous for (actions that are happening now)?*

Transcript

Stella: Amy always comes to the news studio at seven o'clock.
Lily: It's eight o'clock now. She's waiting at the bus stop.

ANSWERS

Students can give two of the following examples: The door isn't opening. I'm waiting at the bus stop. We're waiting in a traffic jam. It isn't flying. You're always here early. The traffic report always starts at eight.

21ST CENTURY SKILLS

Information literacy
Students learn how to identify the grammar structures in the context of a story.

3 Look and find the people in the traffic jam. Listen and check. 1.36

- Hold up your book and point to the picture. Ask students to say what they can see. Explain that students need to read the sentences and match them to the people in the picture. Read aloud the first sentence and ask students which person it is. Tell students to draw lines from the sentences to the people. Then play the recording for students to listen and check.

ANSWERS

Diana Days: in middle of picture, driving the green car without a roof; **April Rain:** in purple bus; **Julio Bola:** in bottom left of picture, running with microphone; **Dave Brum:** in bottom right of picture, leaning out of yellow taxi

Transcript

The city news is at nine o'clock every day. But today Diana Days is driving her car at nine o'clock.
The weather report is at ten past nine every day. But today, April Rain is sitting on a bus at ten past nine.
Sports news is on at 9.15 every day. But today Julio Bola is running to the studio at 9.15.
The traffic news is on at twenty past nine every day. But today, Dave Brum is sitting in a taxi at twenty past nine.

Help the Junior Crew!

- Students find a blue door in the story and draw the symbol (diamond) in the box.
- Tell students to find the words in the *Junior Crew Mystery Message* on page 119 of the Student Book. See the *How to …* section in the Teacher's Book on page 33 for instructions. (The word for the *Mystery Message: your.*)

Fast finishers

Tell students to work in pairs and play a guessing game. One student draws a transportation item while the other guesses and writes the word.

Finisher

- Play *Kim's game.* See Ideas bank (Teacher's Book page 160) for instructions.

Further practice

Extra Practice Student Book page 102
CD-ROM: Vocabulary and Grammar Worksheet Unit 3 Lesson 2
Workbook page 19

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Lesson 3 pages 32–33

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary.

To review and expand on the grammar structure from Lesson 2.

To sing a song using the language from the unit.

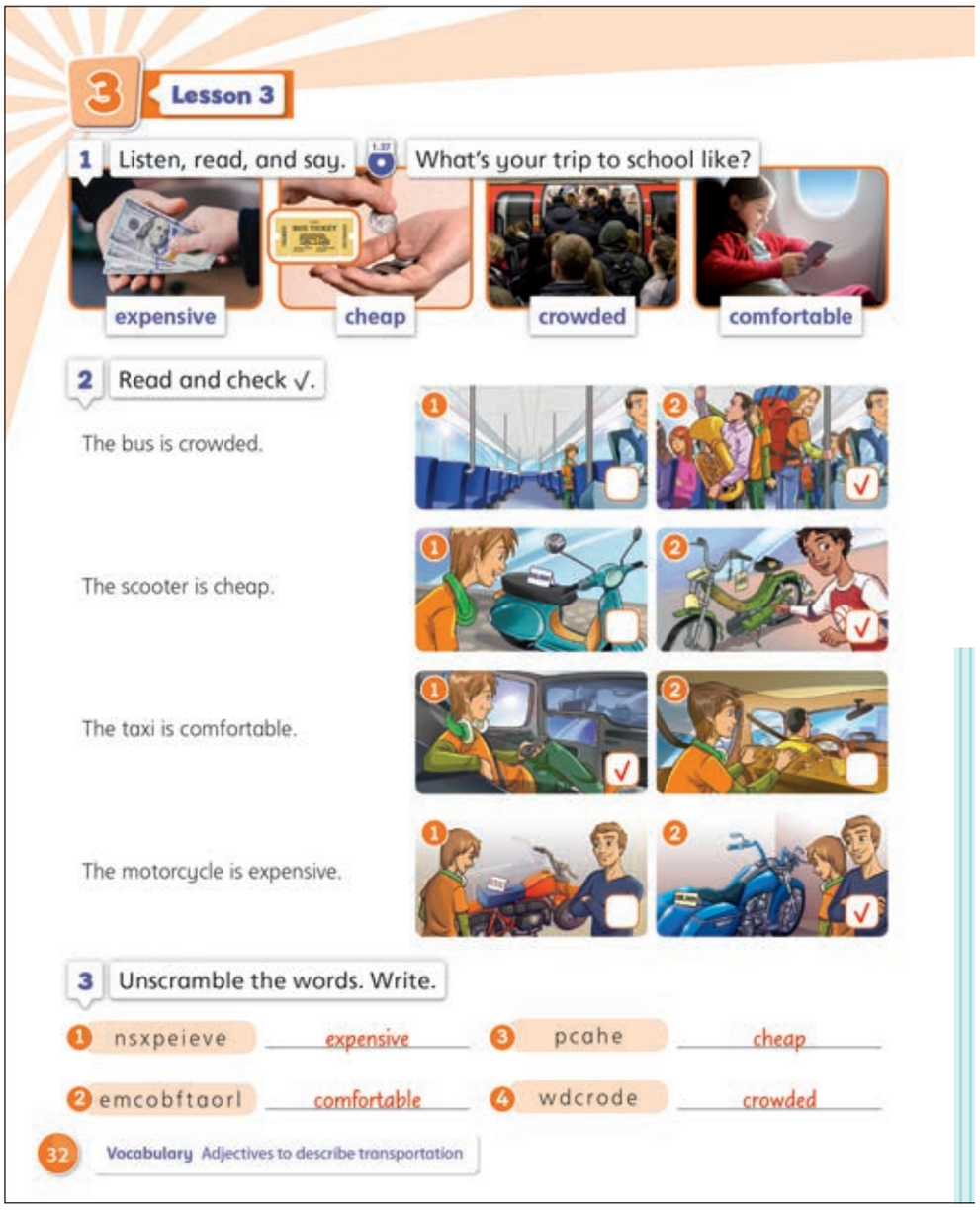
Language and structures

Active: *expensive, cheap, crowded, comfortable, motorcycle, taxi, scooter, bus, van, truck, hot air balloon, tram; The tram is cheap. But the bus is cheaper than the tram. The taxi is expensive. But the hot air balloon is more expensive than the taxi!*

Review: *ride, plane, noisy, fly*

Materials

Unit 3 flashcards; Class Audio CD 1



Warmer

- Write *transportation* on the board and tell students to write the vocabulary topic in the middle of a piece of paper in colored ink.
- Set a time limit and ask students to draw radiating lines from the central topic and write words related to the topic in different colors to make a spidergram.
- Students can also decorate their spidergrams with pictures of the transportation items.
- You can display the spidergrams around the classroom for students to look at. Then have a classroom discussion.

1 Listen, read, and say. 1.37 What's your trip to school like?

- Books closed. Introduce the new words using the flashcards. Hold up the flashcards, say the words, and ask students to repeat.
- Books open. Play the recording for students to listen and point to the photos in their Student Books. Then play the recording again for students to listen, read, and repeat the words.
- Ask a confident student *What's your trip to school like?* Encourage them to answer with one of the new adjectives.

Transcript

expensive cheap crowded comfortable

2 Read and check ✓.

- Point to the pictures and ask students to say the words.
- Explain that students have to read the sentences and put a check in the correct picture.
- Check that students understand by holding up your book, reading the first sentence and asking *Is it 1 or 2?*
- Allow students time to read and choose the picture. Check answers by reading aloud a sentence for students to say *1* or *2*.

TEACHING TIP

Do the activity with a group of less confident students, read aloud the sentences and ask students to hold up their Student Books and point to the correct picture. Then students check the picture. For more confident students, tell them to do the activity individually and then check answers in pairs before checking as a class.

3 Unscramble the words. Write.

- Explain that students have to unscramble the letters to make the words from Activity 1. Give students time to do the activity. Check answers by inviting individual students to the board to write the words. Ask the class to check if the spelling is correct.

TEACHING TIP

In a less confident class, stick the flashcards for the words on the board, elicit the words, and then do the activity as a group. Confident students can do the activity individually and then check answers in pairs.

21ST CENTURY SKILLS

Literacy

Students learn to recognize and spell words.

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Learn Grammar
The tram is cheap. But the bus is cheaper than the tram.
The taxi is expensive. But the hot air balloon is more expensive than the taxi!
4 Listen, read, and repeat.
5 Look and write A and B in the correct places. Listen and check.
1 A is more crowded than B.
2 B is slower than A.
3 A is more expensive than B.
6 Listen and sing.
Watch!
Song!
Chorus:
Take a ride with me on a train.
It's cheaper than a taxi and a plane.
Take a ride with me on a tram or a bus,
Or we can walk. It's cheaper for us!
Hot air balloons are fun. Motorcycles are cool.
But I take a taxi when I go to school.
Buses are crowded and trams are, too.
I like taxis, what about you?
I like trucks and comfortable cars.
But scooters are cheaper than trucks and cars.
Helicopters are noisy and expensive to fly.
Vans are quieter and cheaper to buy.
Chorus
City Tour
Grammar Comparatives with -er and more
Practice Page 103
33

4 Listen, read, and repeat. 1.38

- Play the recording for students to listen and read along in their Student Books. Then play it again and encourage students to repeat the grammar structure.

Transcript

Lily: The tram is cheap. But the bus is cheaper than the tram.
Stella: The taxi is expensive. But the hot air balloon is more expensive than the taxi!

5 Look and write *A* or *B* in the correct places. Listen and check. 1.39

- Tell students to look at the pictures and say what form of transportation they can see. Explain that students have to read the sentences and write either *A* or *B*.
- Allow students time to do the activity in pairs. Then play the recording for students to listen and check.

Transcript

1 A is more crowded than B.
2 B is slower than A.
3 A is more expensive than B.

6 Listen and sing. 1.40

- Tell students to look at the pictures and ask what they can see (*a girl looking at a city tour, people waiting at a bus stop in the rain, a girl in a taxi*). Play the song for students to listen and read the lyrics.
- Create actions for the song as a class, for example sitting on a train, walking, riding a motorcycle, or standing up on a crowded bus.
- Play the song again for students to sing and mime the actions.

Finisher

- Stick the flashcards on the board. Make a word card for each flashcard. Place the word cards face down in a pile or in a box. Invite students to the front of the class to pick a card and then stick it under the correct flashcard.

Further practice

Extra Practice Student Book page 103
CD-ROM: Vocabulary and Grammar Worksheet Unit 3 Lesson 3
Workbook page 20

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Lesson 4 page 34

Classroom Presentation Tool

Objectives

To present a CLIL concept (Social Studies).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *energy, oil, pollution, transportation, electricity, human*

Review: *car, tram, bus, ride, bike, taxi, truck*

Materials

CLIL Worksheet Unit 3 Lesson 4 (Social Studies); CLIL poster for Unit 3; Unit 3 flashcards; Class Audio CD 1; paper (optional)

Warmer

- Play the *Take a ride with me* song from Unit 3 Lesson 3 (page 33) 1.40 again and encourage students to join in.

1 Look at the pictures. What's your favorite kind of transportation?

- Point to the photos and ask students to say what they can see.
- Ask students the question and encourage them to talk about their favorite kind of transportation.

2 Read and listen. 1.41

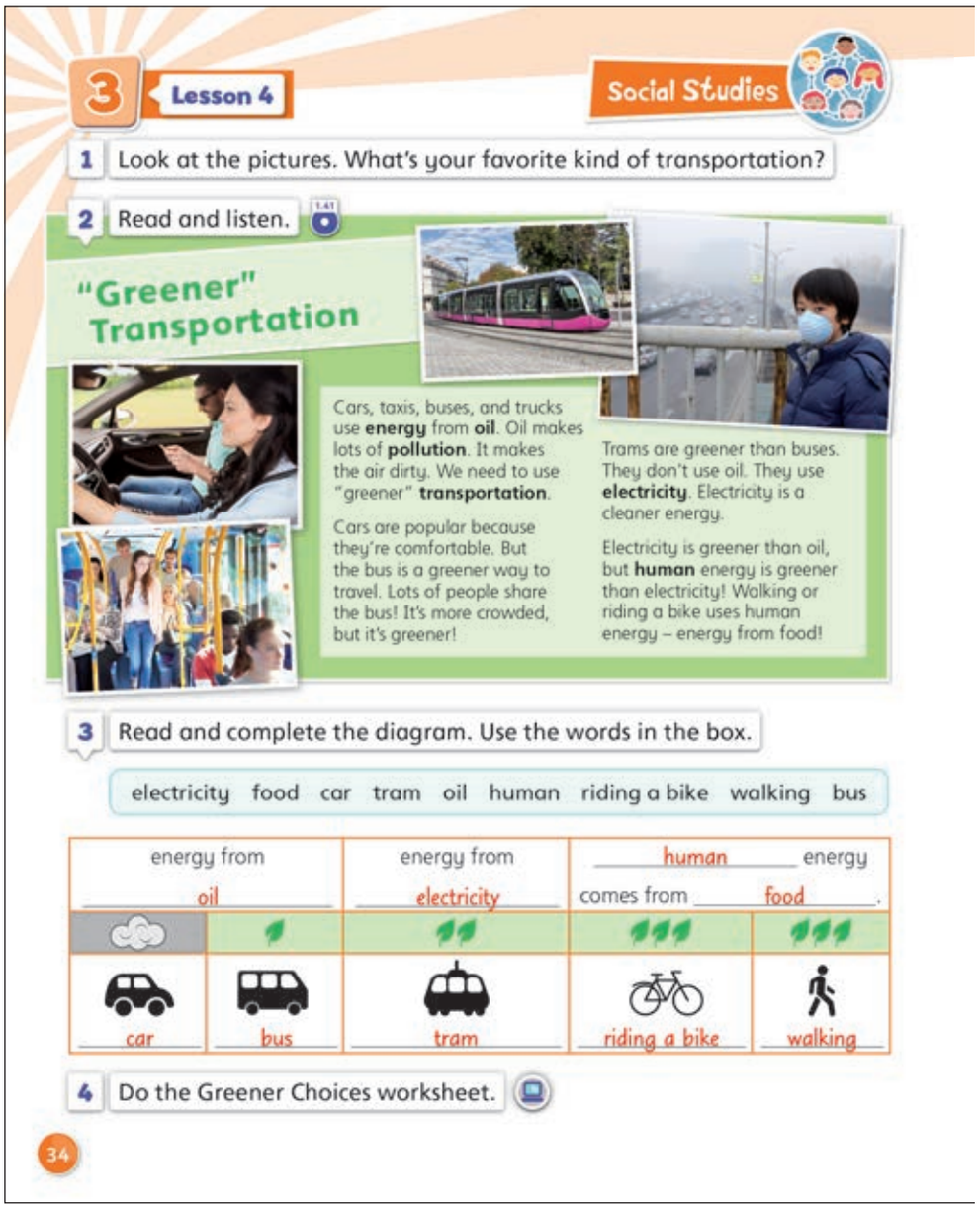
- Play the recording for students to listen and follow the text in their Student Books. Encourage students to point to the pictures as they hear them.
- Ask students what kind of transportation there is in their town.

3 Read and complete the diagram. Use the words in the box.

- Tell students to look at the pictures and say what they can see. Explain that students have to use the pictures and words in the box to complete the diagram.
- Point to the first picture and ask *What is it (a car)?* and ask *What does it get energy from (oil)?* Tell students to write the words in their Student Books. Allow students time to do the activity.
- Check answers by asking students to read out the sentences.

4 Do the Greener Choices worksheet.

- Hand out copies of the CLIL Worksheet for Unit 3.
- For Activity 1, tell students to look and identify the transportation that is available in their town. Elicit which ones are greener than others, and why.


3 Lesson 4
Social Studies
1 Look at the pictures. What's your favorite kind of transportation?
2 Read and listen.
"Greener" Transportation
Cars, taxis, buses, and trucks use energy from oil. Oil makes lots of pollution. It makes the air dirty. We need to use "greener" transportation.
Cars are popular because they're comfortable. But the bus is a greener way to travel. Lots of people share the bus! It's more crowded, but it's greener!
Trams are greener than buses. They don't use oil. They use electricity. Electricity is a cleaner energy.
Electricity is greener than oil, but human energy is greener than electricity! Walking or riding a bike uses human energy – energy from food!
3 Read and complete the diagram. Use the words in the box.
electricity food car tram oil human riding a bike walking bus
energy from oil
energy from electricity
human energy comes from food.
car
bus
tram
riding a bike
walking
4 Do the Greener Choices worksheet.
34

- For Activity 2, talk through the Green transportation score key. Elicit why a car scores less than a bike (*Cars use energy from oil. Bikes use human energy. A bike is greener.*). Tell students to work out the scores for the children.
- For Activity 3, tell students to record how they come to school each day, writing the transportation on the five lines, for the five days of the week. They work out their own score, and then compare with a partner to see whether they are the same, or different, and who has the 'greener' score. If students always come to school in the same way, they can write how they get to other places that they go to regularly, e.g. a club or a friend's house.
- Put students in pairs to discuss how or if they can make greener choices. Students may not be able to cycle or walk to school because of safety or distance. Then discuss as a class. Elicit ideas for what they could do, e.g. a car share with another student from their neighborhood.

ANSWERS

Maya 7 Ethan 20 Molly 13
Ethan is greener than Maya and Molly.

21ST CENTURY SKILLS

Math

Students practice solving math problems.

Extension activity

Have a class discussion about green transportation in the future. Do students think transportation will be greener?

Finisher

- Write the first letter of a transportation word on the board and invite students to the front of the class to guess and write the word.

Further practice

Workbook page 21

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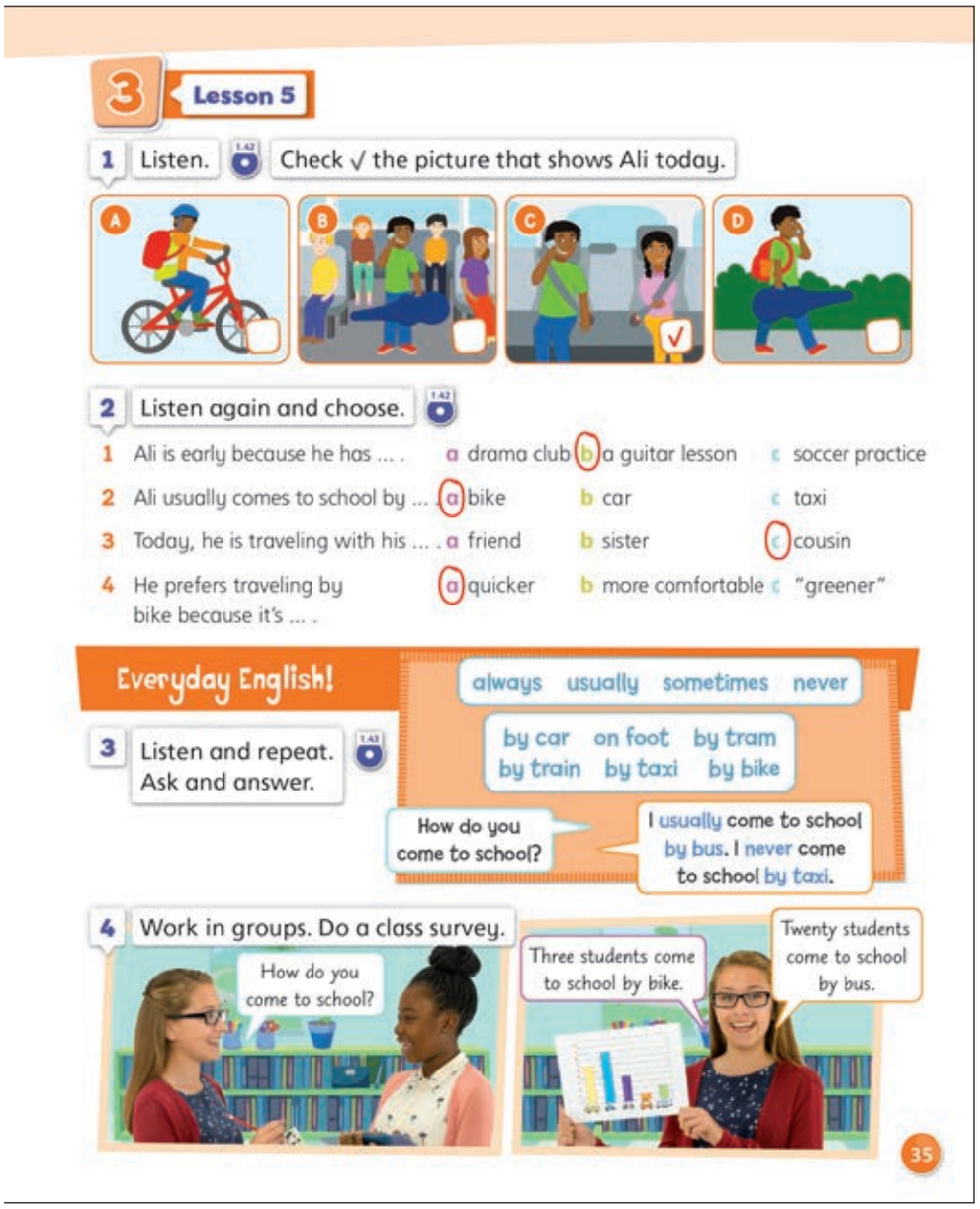
3 Lesson 5
1 Listen. Check ✓ the picture that shows Ali today.
A
B
C
D
2 Listen again and choose.
1 Ali is early because he has ... . a drama club b a guitar lesson c soccer practice
2 Ali usually comes to school by ... a bike b car c taxi
3 Today, he is traveling with his ... . a friend b sister c cousin
4 He prefers traveling by bike because it's ... . a quicker b more comfortable c "greener"
Everyday English!
always usually sometimes never
3 Listen and repeat. Ask and answer.
by car on foot by tram by train by taxi by bike
How do you come to school?
I usually come to school by bus. I never come to school by taxi.
4 Work in groups. Do a class survey.
How do you come to school?
Three students come to school by bike.
Twenty students come to school by bus.
35

Lesson 5 page 35

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a listening text.

To develop listening for specific information.

To teach an *Everyday English* expression.

To complete a craft project.

Language and structures

Active: *How do you come to school? I usually come to school by bus. I never come to school by taxi.*

Review: *bike, friend, sister, cousin, taxi, car*

Materials

Units 1–3 flashcards; Class Audio CD 1; colored pens, paper

Warmer

- Play *Sharkman (Hangman)* with the transportation words. See Ideas bank (Teacher's Book page 161) for instructions.

1 Listen. 1.42 Check ✓ the picture that shows Ali today.

- Point to the pictures and ask students what they can see.
- Explain to students they are going to listen to Ali talking about how he goes to school.
- Play the recording and tell students to listen and check which picture shows Ali today.

Transcript

Ali: Hi, Faizal – are you at school? I'm nearly there.
Faizal: Good morning, Ali! Yes, I am. You're early today! Are you coming to soccer practice?
Ali: No. I have a guitar lesson before school.
Faizal: How do you come to school?
Ali: I usually come to school by bike.
Faizal: Can you ride your bike and carry your guitar – AND talk on your cell phone?
Ali: No, I can't. Today I'm traveling to school with my cousin, Asha.
Faizal: That's good. Do you live near your cousin?
Ali: Yes. My cousin always comes to school by car, so I'm travelling with her.
Faizal: Do you like coming to school by car?
Ali: Yes, I do! It's fun. We can listen to the radio, and we can watch videos on our phones. I like traveling by car because it's more comfortable, but it takes a long time.
Faizal: Hmm – yes. There's often a traffic jam.
Ali: Yes! I prefer coming to school by bike, because I can ride in the bike lane. It's much quicker!

2 Listen again and choose. 1.42

- Tell students to listen and circle the correct answer. Play the recording for students to listen.
- Check answers by calling on students to read out the completed sentences.

3 Listen and repeat. 1.43 Ask and answer.

- Play the recording for students to listen.
- Then play it again, pausing after each line for students to repeat. Model the dialogue a few times with confident students.
- Move around the class as students act out the dialogue in pairs. Encourage them to replace the blue words with the words in the box.

Transcript

Child 1: How do you come to school?
Child 2: I usually come to school by bus. I never come to school by taxi.

4 Work in groups. Do a class survey.

- Tell students they are going to do a class survey about transportation. Hand out sheets of paper. Model the dialogue with a confident student.
- Tell students to work in groups of four and ask and answer the question.
- Do a whole-class feedback. Draw a table on the board with the different forms of transportation in each column, e.g. car, bike, walking, bus, tram. Then ask *How many students come to school by car?* Tell students to put up their hands, count, and record the number in the table.

Finisher

- Play *Odd one out* using flashcards from Units 1 to 3. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice
Workbook page 22

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Lesson 6 page 36

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a reading text.

To develop reading for specific information.

To think about the importance of being polite to others on public transportation.

To write a comparison text.

Language and structures

Active: *crowded, comfortable, expensive, cheap, bus, taxi, hot air balloon*

Materials

Unit 3 flashcards; Class Audio CD 1

Warmer

- Play *Kim's game* with the vocabulary from Unit 3. See Ideas bank (Teacher's Book page 160) for instructions.

1 Read and listen. 1.44 What is Lily comparing?

- Point to the pictures and ask students what they can see (*a car, a bus, a hot air balloon*).
- Read the question aloud. Play the recording for students to listen and follow the text in their books. Encourage students to follow the lines of the text with their fingers as they read and listen. Ask students *What is Lily comparing?*

ANSWER

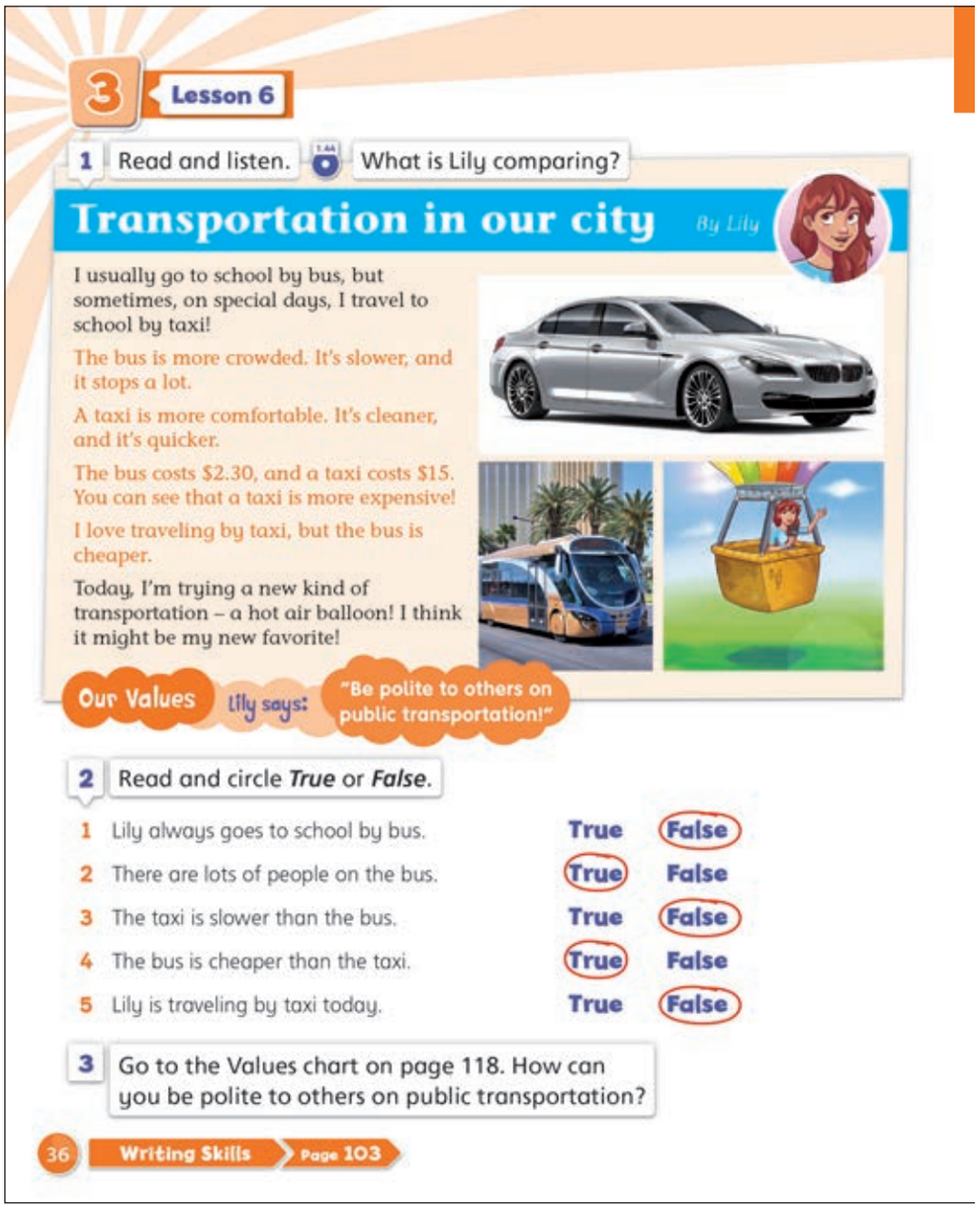
buses and taxis

2 Read and circle *True* or *False*.

- Explain to students that they have to read the sentences and circle *True* or *False*. Read out the first sentence and then ask students to read the text to check if it is true or false. Allow students time to do the task.
- Check answers by calling on individuals to read out the sentence and say *true* or *false*.

Extension activity

Divide the class into two teams. Ask questions about the text to each team in turn, e.g. *How much does the bus cost ($2.30)? How much does a taxi cost ($15)? How is Lily traveling today (hot air balloon)?* More confident students can write two questions about the text and take turns asking each other their questions. Award one point for each correct answer. The team with the most points wins.



3 Lesson 6

1 Read and listen. 1.44 What is Lily comparing?

Transportation in our city By Lily

I usually go to school by bus, but sometimes, on special days, I travel to school by taxi!

The bus is more crowded. It's slower, and it stops a lot.

A taxi is more comfortable. It's cleaner, and it's quicker.

The bus costs $2.30, and a taxi costs $15. You can see that a taxi is more expensive!

I love traveling by taxi, but the bus is cheaper.

Today, I'm trying a new kind of transportation – a hot air balloon! I think it might be my new favorite!

Our Values Lily says: "Be polite to others on public transportation!"

2 Read and circle *True* or *False*.

1	Lily always goes to school by bus.	True	False
2	There are lots of people on the bus.	True	False
3	The taxi is slower than the bus.	True	False
4	The bus is cheaper than the taxi.	True	False
5	Lily is traveling by taxi today.	True	False

3 Go to the Values chart on page 118. How can you be polite to others on public transportation?

36 Writing Skills Page 103

3 Go to the Values chart on page 118. How can you be polite to others on public transportation?

- Tell students to turn to page 118 of their Student Books. Read aloud the value for Unit 3. Ask students why it is important to be polite on public transportation (*Because it makes people feel bad when we are rude to them.*).
- Ask students if people have ever been rude to them on public transportation? How did it make them feel?
- Ask students how they can be polite (*give your seat to elderly and disabled people, or pregnant women if the bus is crowded, let people get off the bus or tram before you get on, make room for people when the bus is crowded*). Ask students to work in pairs and think of ways they can be polite on public transportation.
- Students write notes. Then they color the correct number of stars to show how polite they are on public transportation.

Finisher

- Play *Vocabulary ladders*. Divide the class into two teams. Ask each team to line up in front of the board. When you say *Go!*, each team member writes a word related to transportation on the board and then sits down. Each team member has to write a different word. The team with the most words wins.

Further practice

Extra Practice Student Book page 103
Workbook page 23

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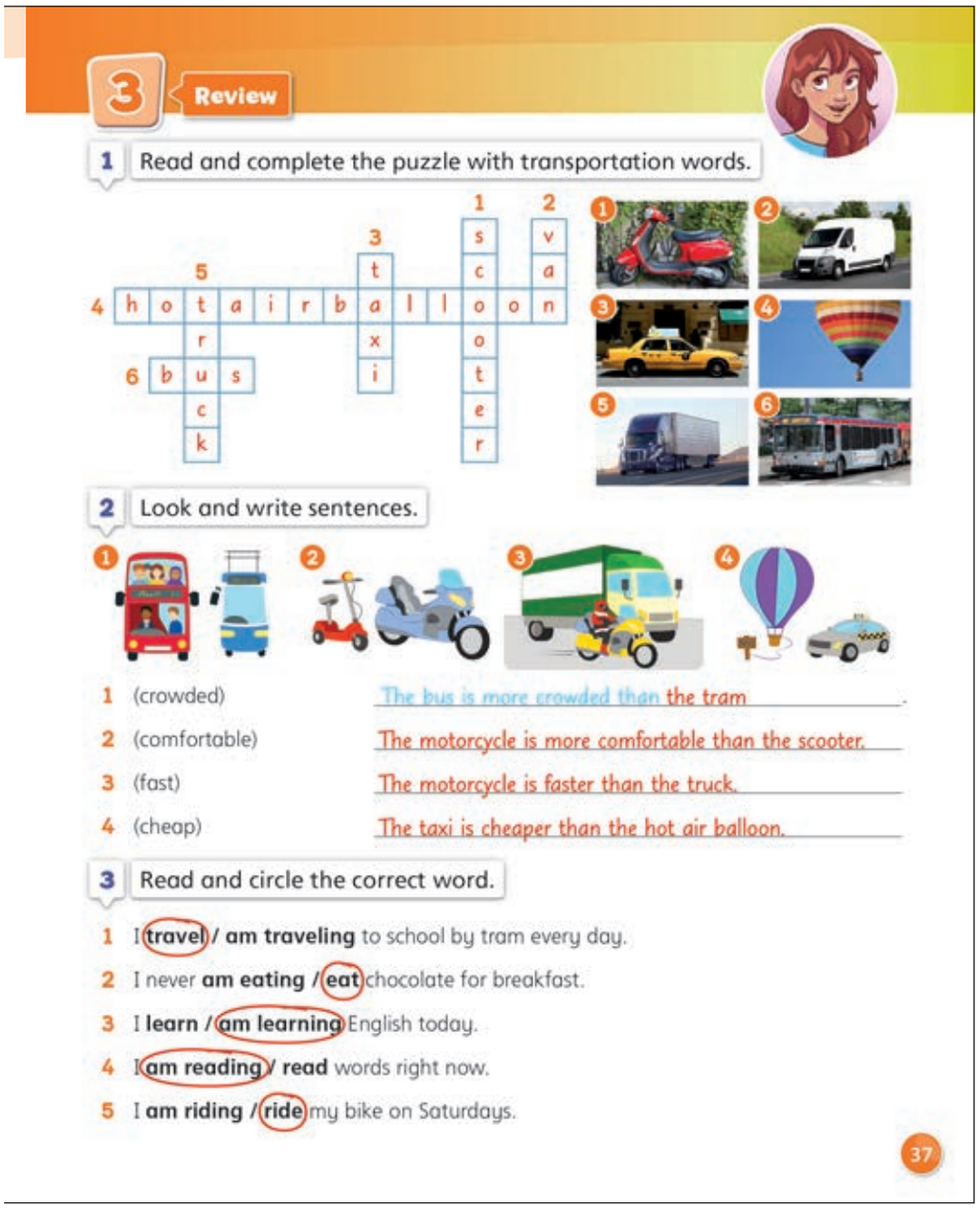
3 Review
1 Read and complete the puzzle with transportation words.
2 Look and write sentences.
1 (crowded) The bus is more crowded than the tram.
2 (comfortable) The motorcycle is more comfortable than the scooter.
3 (fast) The motorcycle is faster than the truck.
4 (cheap) The taxi is cheaper than the hot air balloon.
3 Read and circle the correct word.
1 I travel / am traveling to school by tram every day.
2 I never am eating / eat chocolate for breakfast.
3 I learn / am learning English today.
4 I am reading / read words right now.
5 I am riding / ride my bike on Saturdays.
37

Review page 37

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: *expensive, cheap, crowded, comfortable, bus, truck, motorcycle, scooter, van, hot air balloon, tram, taxi; The tram is cheap, but the bus is cheaper than the tram. The taxi is expensive, but the hot air balloon is more expensive than the taxi! Present simple and present continuous*

Materials

Unit 3 flashcards; Class Audio CD 1

Warmer

- Play *Watch my lips* using the Unit 3 vocabulary. See Ideas bank (Teacher's Book page 160) for instructions.

1 Read and complete the puzzle with transportation words.

- Point to the photos and elicit the words. Tell students to use the photos to help them write the words in the puzzle. Check that students understand by asking *What's number 1 (scooter)?*
- Allow students time to do the activity.
- Check answers by calling on individuals to read out the words.

TEACHING TIP

Less confident students can do the puzzle in small groups of three or four. Provide extra support by writing the words on the board in a different order from the puzzle. Confident students can do the puzzle individually, then check answers in pairs.

21ST CENTURY SKILLS

Problem-solving
Students develop the ability to solve a crossword puzzle.

2 Look and write sentences.

- Point to the pictures and ask students what they can see. Tell them they have to write sentences. Point to number 2 and ask students to say what the sentence is.
- Check answers by asking students to read out the sentences.

3 Read and circle the correct word.

- Explain to students that they are going to read the sentences and circle the correct word. Read aloud the first sentence and ask students to say the correct word (*travel*). Ask *Why is it correct (Because it's an action the person does every day.)?*
- Allow students time to do the activity.
- Check answers by asking students to read out the correct sentences.

Extension activity

Ask students to sit in a circle. Give out the flashcards from Unit 3. Each student has a turn to stand in the middle of the circle. They name the card and then go back to their seat. Tell students when you say *Zip!*, they have to remember the cards on their left without looking, and when you say *Zap*, they have to remember the cards on their right. Point to a student and say *Zip* or *Zap*. That student has to say the cards on their left or right. If a student says a wrong card or can't remember, they are out of the circle. When students are confident about playing the game, you can invite individuals to take your place and say either *Zip* or *Zap* and point to a student.

Finisher

- Play the *Take a ride with me* song from Unit 3 Lesson 3 (page 33) 1.40 and encourage students to sing along.

Further practice

Unit 3 Test

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Unit 4 Ready, Set, Go!
Lesson 1 pages 38–39

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.

To review grammar from a previous unit.

Language and structures

Active: *steep, flat, high, low, safe, dangerous, exciting, boring*

Review: *present simple*

Materials

Unit 3 and Unit 4 flashcards; Class Audio CD 1

Warmer

- Play *Find the flashcards* with the Unit 3 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and point. Listen and repeat. 1.45

- Books closed. Introduce the new words (Descriptive adjectives) using the Unit 4 flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the correct depictions of the adjectives in the main picture.
- Then play the recording again for students to listen and repeat the words.

Transcript

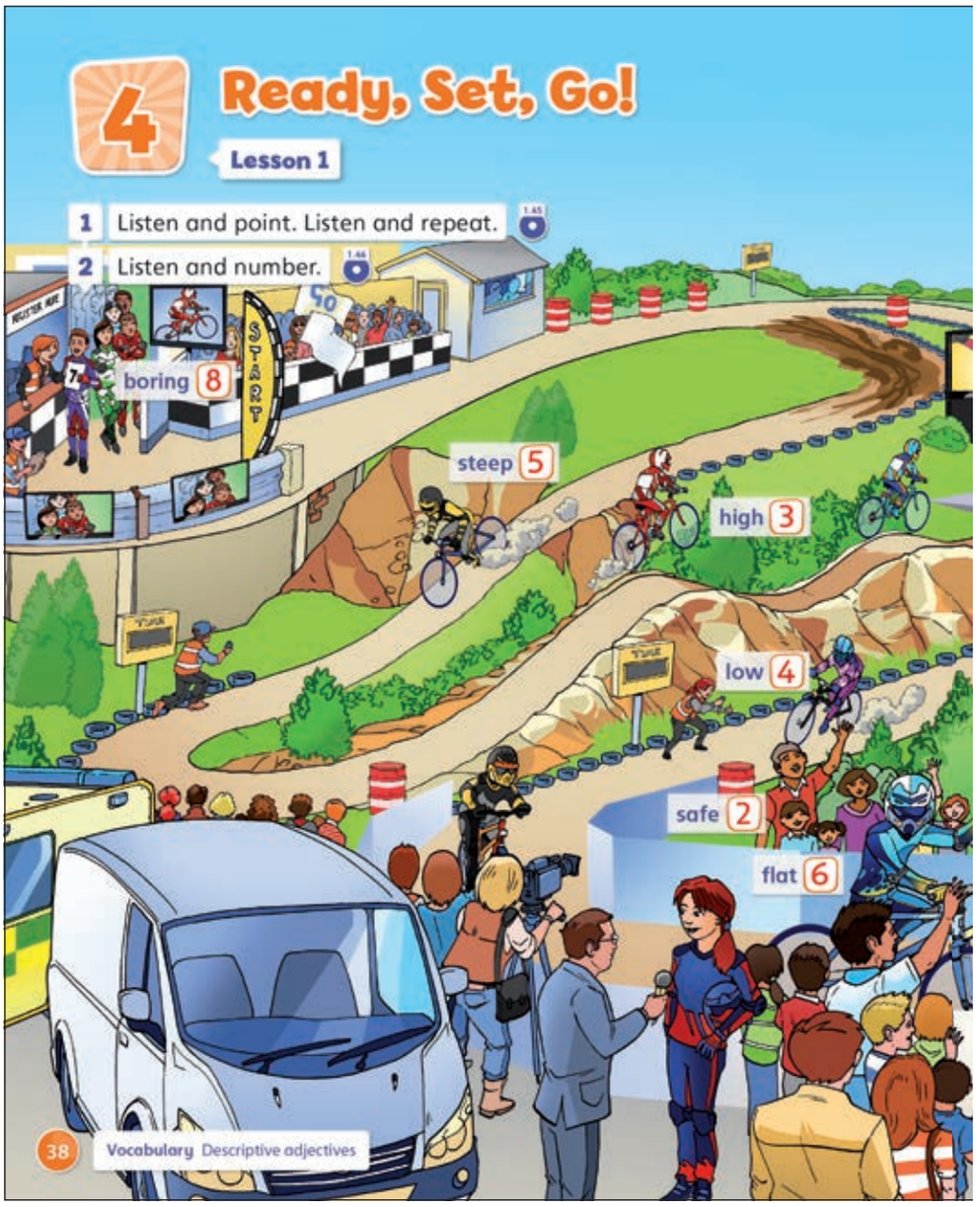
steep flat high low
safe dangerous exciting
boring

2 Listen and number. 1.46

- Point to the vocabulary items in the main picture and ask students to say the words.
- Play the recording for students to listen and point to the words.
- Point to the labels and number boxes on pages 38 and 39 and say *Listen and number. Write 1, 2, 3, 4, 5, 6, 7, or 8.*
- Play the recording again to check that students have understood (*1 exciting*).
- Play the remainder of the recording, pausing after each item for students to write.
- Check answers by asking *What's number 2 (safe)?*

Transcript

1 exciting **2** safe **3** high **4** low
5 steep **6** flat **7** dangerous
8 boring



Extension activity

Cover one of the flashcards with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly and ask students *What it is?* Continue sliding the paper further down the flashcard, stopping occasionally to ask students what it is, and allow the class to say their ideas.

EXTRA VOCABULARY

big screen
entry fee
finish
first aid
line
spectators
start
track
trophy
winner

Notes

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3 Write. What can you see? Describe four photos.
1 high
2 low
3 boring
4 exciting
5 steep
6 flat
7 dangerous
8 safe
exciting 1
dangerous 7
4 Tell a friend. Compare ideas.
Hi, Charlie! Go find out more about the big mountain bike race.
I wash the dishes every day. That's boring!
I agree, but I think watching TV is more boring!
39

3 Write. What can you see? Describe four photos.

- Hold up your Student Book, point to the photos, and ask students to say the words.
- Explain that students have to write the words.
- To check understanding, point to number 1 and ask *What's this (high)?* Tell students to write the answers in their Student Books.
- To check answers, ask individuals to read aloud their answers.
- Point to number 1 and elicit the answer (*high*). Then ask *What place can you describe as high (mountain)?* Ask *What activities can you use the word high to describe (high jump)?* Tell students to write notes. Then get feedback from the class.

TEACHING TIP

Encourage less confident students to work in pairs and look at the words on pages 38 and 39 for extra support. More confident students can cover the pages and do the activity individually.

Extension activity

Ask students to choose one of the adjectives and draw a picture that represents it. Then students show their pictures in pairs. They take turns guessing the adjective that their partner is trying to describe.

4 Tell a friend. Compare ideas.

- Model the dialogue with confident students.
- Monitor as students act out the dialogue in pairs. Encourage students to use different adjectives in their dialogues.

Finisher

- Play *One minute race.* See Ideas bank (Teacher's Book page 161) for instructions.

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Lesson 2 pages 40–41

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.

To review vocabulary from Lesson 1.

Language and structures

Active: *steep, flat, high, low, safe, dangerous, exciting, boring; This is steep. And that's steeper. Yes, but this is the steepest! This is exciting. That's more exciting. And this is the most exciting!*

Review: *Let's…, can't, video, hill*

Materials

Unit 4 flashcards; Class Audio CD 1

Warmer

- Play *True or False* with the vocabulary from Lesson 1. See Ideas bank (Teacher's Book page 161) for instructions.

1 Listen and read. 1.47 What do you think a *shortcut* is? Act it out.

- Books open. Ask students to look and say what characters they know and what descriptive adjectives they can see.
- Play the recording and encourage students to point to the correct characters and adjectives as they hear them.
- Ask *What is a shortcut (a fast way to get from one place to another)?* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame: 1 *Why doesn't Charlie want to make a video?* (*Because they are at the most boring part of the race.*) 2 *How long till the race finishes?* (*20 minutes*) 3 *What does Stella think of the short cut?* (*She thinks it looks dangerous.*) 4 *Is the hill very steep?* (*Yes.*) 5 *What is funny about the riders?* (*They are very dirty.*) 6 *What does the journalist want to do?* (*to interview Charlie*) *Why does she want to interview Charlie?* (*She thinks that he is part of the race.*)
- Divide the class into groups to act out the story.
- Allow students time to practice in groups. Then invite groups to act out the story for the class.

TEACHING TIP

Play the story a few times for students to copy the intonation.

4
Lesson 2
The Shortcut!
1 Listen and read.
What do you think a shortcut is? Act it out.
1
We can't make a video here. This is the most boring part of the race!
Yes, but it's the flattest place to put the camera.
2
Let's report from the finish line. It's more exciting.
OK – but let's go now. The race ends in 20 minutes.
That's OK. I know a shortcut.
3
It looks ... dangerous.
Come on!
4
No – THIS is the steepest part!
Charlie! This is the steepest part of the hill!
5
Yes, but they aren't the cleanest!
Wow! They're the fastest riders on the track!
6
Wow! That was the most exciting race. Can we interview you?
Come on, Charlie. Let's make OUR report.
40
How many adjectives can you find? Make a list.

21ST CENTURY SKILLS

Students practice understanding and interpreting a story.

Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They look for adjectives in the story and write a list in their notebooks. Students may notice that some of the adjectives are in the comparative/superlative form. Tell students that they will learn this later on.

ANSWERS

There are seven adjectives: boring, flattest, exciting, dangerous, steepest, fastest, cleanest

Further practice

Workbook page 24

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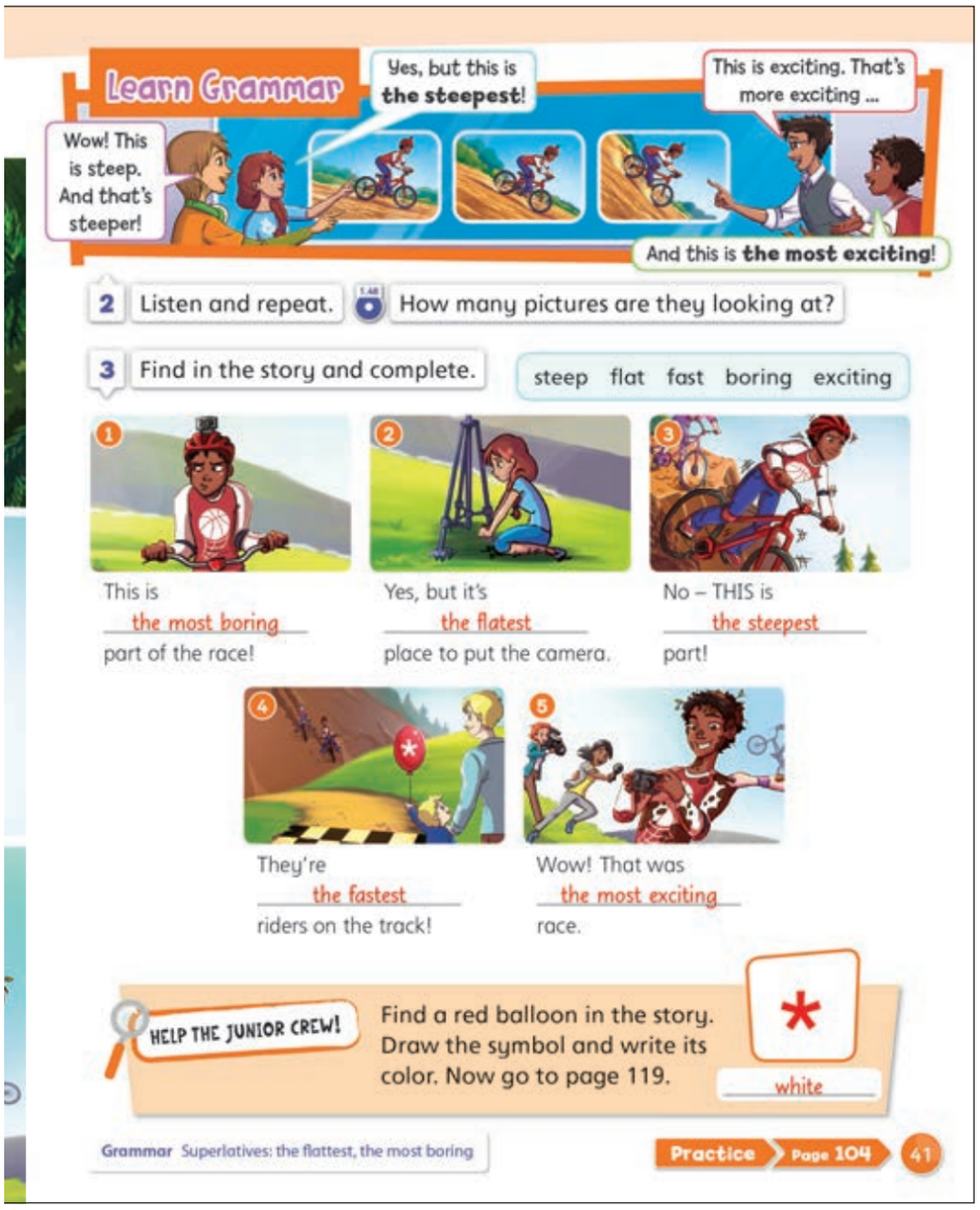
Learn Grammar
Yes, but this is the steepest!
This is exciting. That's more exciting ...
Wow! This is steep. And that's steeper!
And this is the most exciting!
2 Listen and repeat.
How many pictures are they looking at?
3 Find in the story and complete.
steep flat fast boring exciting
This is the most boring part of the race!
Yes, but it's the flatest place to put the camera.
No – THIS is the steepest part!
They're the fastest riders on the track!
Wow! That was the most exciting race.
HELP THE JUNIOR CREW!
Find a red balloon in the story. Draw the symbol and write its color. Now go to page 119.
white
Grammar Superlatives: the flattest, the most boring
Practice Page 104
41

2 Listen and repeat. 1.48 How many pictures are they looking at?

- Play the recording for students to listen. Then play the recording again for students to repeat the grammar structure.
- Ask *How many pictures are they looking at (3)?*

Transcript

Joe: Wow! This is steep. And that's steeper!
Lily: Yes, but this is the steepest!
Hassan: This is exciting. That's more exciting …
Charlie: And this is the most exciting!

3 Find in the story and complete.

- Hold up your book and point to the picture. Ask students to say what they can see. Explain that students need to look at the pictures and complete the sentences. Check understanding by pointing to the first picture. Ask students to point to the correct story frame in their books and then say what the missing words are.

TEACHING TIP

Less confident students can work in pairs and look at the story frames to complete the activity. Confident students can cover the story page and complete the activity individually before checking answers in pairs.

Help the Junior Crew!

- Students find the red balloon in the story and draw the symbol on it (a star) in the box.
- Tell students to find the word in the *Junior Crew Mystery Message* on page 119 of the Student Book. See the *How to …* section in the Teacher's Book on page 33 for instructions. (The word for the *Mystery Message: turn.*)

Finisher

- Tell students to work in pairs and play a guessing game. One student writes an adjective and the other writes the opposite.

Further practice

Extra Practice Student Book page 104
CD-ROM: Vocabulary and Grammar Worksheet Unit 4 Lesson 2
Workbook page 25

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Lesson 3 pages 42–43

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary in a listening text.

To review and expand on the grammar structure from Lesson 2.

To sing a song using the language from the unit.

Language and structures

Active: *score, trick, time, grade; Cool! This trick is good. And that's better. Oh, no! This score is bad. Oh! That's worse. Never mind, Charlie! You got the best time in the running race!*

Review: *running, riding, jump, dancing, surfing*

Materials

Unit 4 flashcards; Class Audio CD 1

Warmer

- Divide the class into two teams. Play *Mime the word*. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen, read, and say. 1.49 Think of an activity for each word.

- Books closed. Introduce the new words with the flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the photos in their Student Books. Then play the recording again for students to listen, read, and repeat the words.
- Ask a confident student *Can you think of a sport or activity for each word?* Elicit *gymnastics, skateboarding, running, taking an exam*.

Transcript

score trick time grade

2 Listen and circle the name. 1.50

- Tell students they are going to listen to the Junior Crew talking and they have to circle the correct name. Point to the first picture and ask students what they can see (*Stella, Joe and Lily are skateboarding*).
- Play the recording, pausing after the first sentence and ask students to say the name they circled. Then continue playing the recording, pausing for students to circle the answer.

4
Lesson 3
1 Listen, read, and say. 1.49 Think of an activity for each word?
RESULTS
4.70
score
trick
time
grade
2 Listen and circle the name. 1.50
1 Stella Joe Lily
2 Stella Joe Lily
3 Charlie Stella Joe
4 Charlie Stella Joe
5 Lily Charlie Joe
6 Lily Charlie Joe
7 Stella Lily Charlie
8 Stella Lily Charlie
3 Read and write.
1 Look – here's my math test. I got an A. That's the highest grade.
2 I love running. I can run 100 meters in 14 seconds. That's my fastest time.
3 My brother is good at riding his BMX bike. He can jump and do the most exciting trick.
4 My uncle and aunt love dancing. They're very good! They always get the highest score.
42
Vocabulary Marks of success

Transcript

Amy: Everyone is good at something! I'm working on a report for the evening news. The Junior Crew are trying some new activities. Let's look at the photos for my report.

1

Amy: Wow, look! Stella can skateboard! She's doing the most exciting trick!

2

Amy: Hmm. Joe isn't so good at skateboarding. He's doing the most boring trick!

3

Amy: Who has the lowest score at table tennis? Oh! It's Charlie.

4

Amy: Who has the highest score? Wow! Nine games to Joe. That's the highest score.

5

Amy: Great job in the 800-meter race, Charlie! You have the fastest time!

6

Amy: Who has the slowest time? Oh dear. Sorry, Lily. Never mind.

7

Amy: Look. The history grades are on the board. Lily got an A – good job! That's the highest grade.

8

Amy: Stella has a C. That's the lowest grade. Don't worry, Stella. That's still a good grade.

3 Read and write.

- Explain that students have to complete the sentences with the words from Activity 1. Read aloud the first sentence and ask students to shout out the answer. Allow students time to do the activity.
- Check answers by asking individual students to read aloud the sentences.

TEACHING TIP

In a less confident class, stick the flashcards for the words on the board. Elicit the words and then do the activity as a group. Confident students can do the activity individually and then check answers in pairs.

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Learn Grammar
Cool! This trick is good. And that's better.
Oh no! This score is bad. Oh! That's worse.
Never mind, Charlie! You got the best time in the running race!
bad worse worst
good better best
4 Listen, read, and repeat.
5 Who's the best? Listen and check ✓.
Charlie
Stella
Joe
6 Listen and sing.
Watch!
Song!
Chorus:
Ready, set, go! Ready, set, go!
Everyone's a champion at the sports show.
If you get the lowest score, it's OK.
You can do better another day.
Look! He's riding on his skateboard.
He jumps the highest, and he gets the best score.
Look! She's surfing on the fastest wave.
She does amazing tricks. She's really brave!
Everyone is good, but who is the best?
Who is better than all the rest?
She's the best today. Watch her go.
But everyone's a champion at the sports show.
Grammar Irregular comparatives / superlatives
Practice Page 105
43

4 Listen, read, and repeat. 1.51

- Play the recording for students to listen and read along in their Student Books. Then play it again and encourage students to repeat the grammar structure.

Transcript

Charlie: Cool! This trick is good.
And that's better.
Charlie: Oh no! This score is bad.
Oh! That's worse.
Stella: Never mind, Charlie! You got the best time in the running race!

5 Who's the best? Listen and check ✓. 1.52

- Tell students they are going to listen to a recording about tricks. Tell students they have to listen and check who is the best. Play the recording and pause for students to check the correct box in the table.

Transcript

Lily: Hmm. Skateboarding. Charlie's trick is good. Joe's trick is better, but Stella's trick is the best.
Table tennis is fun, but Stella's score is bad, and Charlie's score is worse. Joe's score is the best!
Joe's running time is good. Stella's is better, and Charlie's is the best.
It's great to try new things! We're all good at something!

6 Listen and sing. 1.53

- Tell students to look at the picture and ask what they can see (*a boy doing a skateboard trick, people running in a race, a girl surfing*). Play the song for students to listen and read the lyrics.
- Create actions for the song as a class. For example, running, skateboarding, surfing.
- Play the song again for students to sing and mime the actions.

21ST CENTURY SKILLS

Collaboration
Students learn to sing a song as a class.

Finisher

- Play *First letter*. Divide the class into two teams. Write the first letter of one of the vocabulary items on the board. Teams take turns to guess and write the word.

Further practice

Extra Practice Student Book page 105
CD-ROM: Vocabulary and Grammar Worksheet Unit 4 Lesson 3
Workbook page 26

Notes

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Lesson 4 page 44

Classroom Presentation Tool

Objectives

To present a CLIL concept (Science).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *force, gravity pulls, up, push, down*

Review: *race, move, bike*

Materials

CLIL Worksheet Unit 4 Lesson 4 (Science); CLIL poster for Unit 4 (Science); Unit 4 flashcards; Class Audio CD 1; paper (optional)

Warmer

- Play the *Ready, Set, Go!* song from Unit 4 Lesson 3 (page 43) 1.53 again and encourage students to join in.

1 Look at the diagram. Which is the fastest part of the race? Why?

- Point to the diagram and ask students to say what they can see (*a rider going up and down a hill*).
- Ask students the question and encourage them to give the answer.

ANSWER

Going down the hill is the fastest (because gravity is helping the rider).

2 Read and listen. 1.54

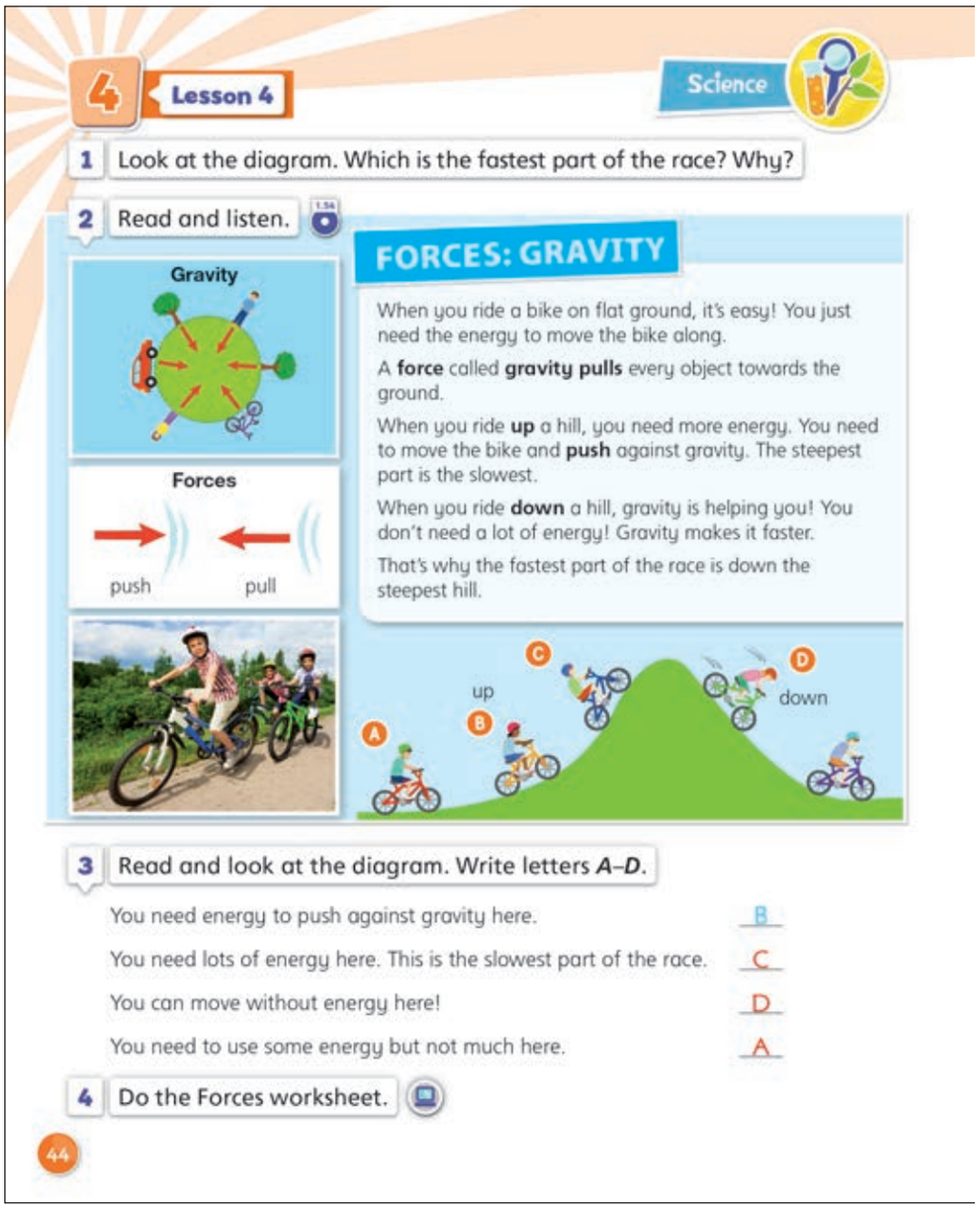
- Play the recording for students to listen and follow the text in their Student Books. Encourage students to point to the pictures as they hear them.

3 Read and look at the diagram. Write letters *A–D*.

- Tell students to look at the diagram. Explain that they have to read the sentences, decide which part of the race they are referring to and write the correct letter *A–D*.
- Read the first sentence. Ask students to hold up their books and point to which part of the race it is.
- Check answers by asking students to read out the sentences and say the correct letter.

4 Do the Forces worksheet.

- Hand out copies of the CLIL Worksheet for Unit 4.
- Ask what students remember about gravity. Elicit *It's a force. It pushes everything down towards the ground.*
- Elicit any prior knowledge students have about space, space travel, and gravity.


4
Lesson 4
Science
1 Look at the diagram. Which is the fastest part of the race? Why?
2 Read and listen.
FORCES: GRAVITY
Gravity
When you ride a bike on flat ground, it's easy! You just need the energy to move the bike along.
A force called gravity pulls every object towards the ground.
When you ride up a hill, you need more energy. You need to move the bike and push against gravity. The steepest part is the slowest.
When you ride down a hill, gravity is helping you! You don't need a lot of energy! Gravity makes it faster.
That's why the fastest part of the race is down the steepest hill.
Forces
push
pull
up
down
A
B
C
D
3 Read and look at the diagram. Write letters A–D.
You need energy to push against gravity here. B
You need lots of energy here. This is the slowest part of the race. C
You can move without energy here! D
You need to use some energy but not much here. A
4 Do the Forces worksheet.
44

- Read the text as a class. Check students' predictions from Activity 1.
- Students can work in pairs to do Activity 2. Make it clear that they need to think about the moment shown in the picture.

TEACHING TIP

In a more confident class, ask students to do the matching task before you elicit or teach the meaning of any unknown words. In a less confident class, read it together. Then ask students to do the matching task in pairs.

ANSWERS

1 4, 1, 2, 3

2 1 the astronaut's energy, 2 the space ship's energy, 3 gravity's pull

3 In Activity 3, students draw arrows on each picture, as in the example, with the bigger arrow indicating the direction of the larger force at the moment shown in the picture.

2 bigger force up, smaller force down

3 bigger force down, smaller force up

21ST CENTURY SKILLS

Science

Students learn about gravity and forces.

Extension activity

Students work in pairs and make a list of activities that involve pushing and pulling. They choose one and draw the activity. They can draw arrows on their diagram to represent the forces. Display the drawings around the class for students to look at. Invite students to have a class vote on the best drawing.

Finisher

- Play *Tic-tac-toe* with the vocabulary from Unit 4. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice

Workbook page 27

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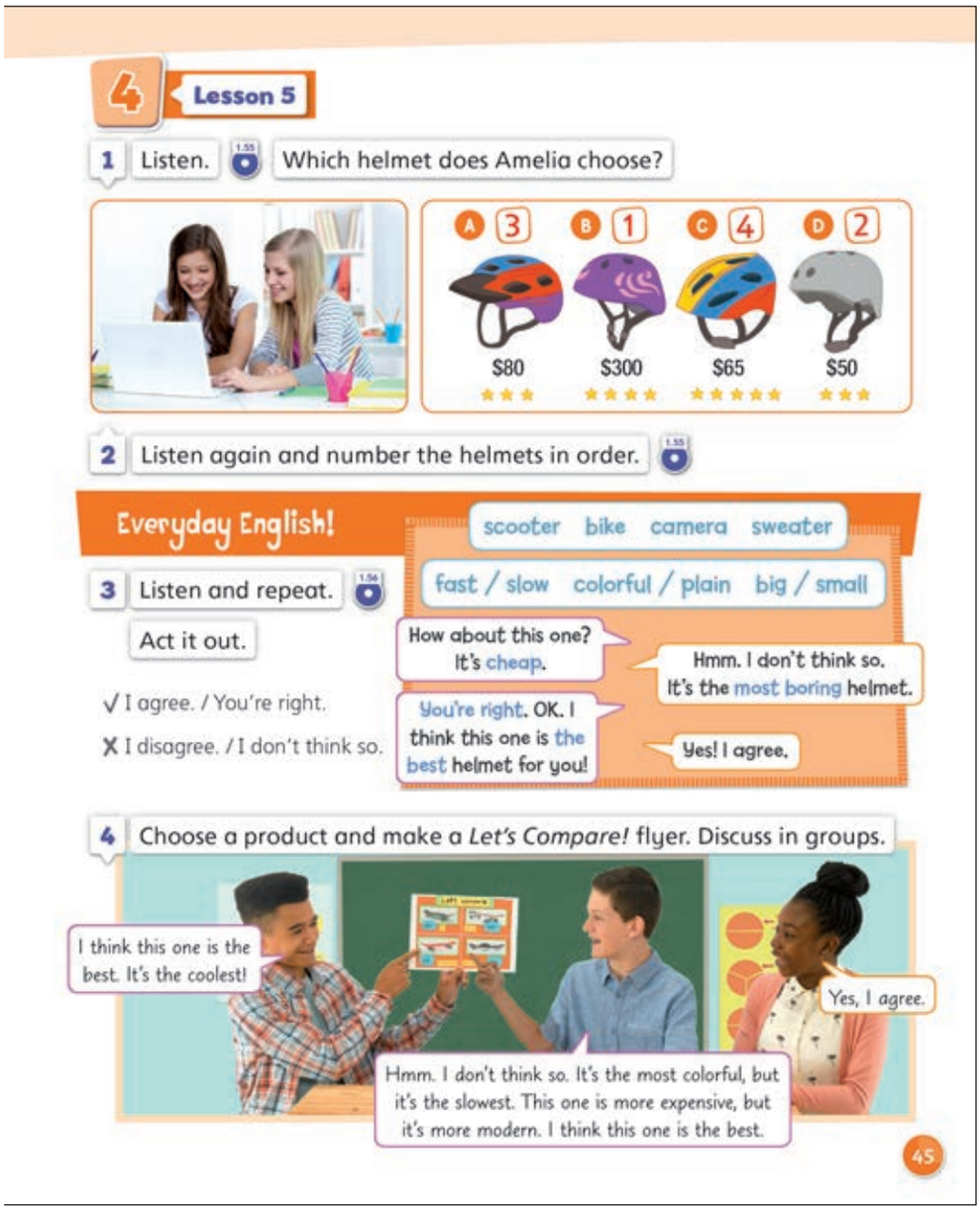
4 Lesson 5
1 Listen. 1.55 Which helmet does Amelia choose?
A 3 B 1 C 4 D 2
$80 $300 $65 $50
2 Listen again and number the helmets in order. 1.55
Everyday English!
scooter bike camera sweater
fast / slow colorful / plain big / small
3 Listen and repeat. 1.56
Act it out.
✓ I agree. / You're right.
✗ I disagree. / I don't think so.
How about this one? It's cheap.
Hmm. I don't think so. It's the most boring helmet.
You're right. OK. I think this one is the best helmet for you!
Yes! I agree.
4 Choose a product and make a Let's Compare! flyer. Discuss in groups.
I think this one is the best. It's the coolest!
Yes, I agree.
Hmm. I don't think so. It's the most colorful, but it's the slowest. This one is more expensive, but it's more modern. I think this one is the best.
45

Lesson 5 page 45

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a listening text.

To develop listening for specific information.

To teach an *Everyday English* expression.

To complete a craft project.

Language and structures

Active: *How about this one? It's cheap. Hmm. I don't think so. It's the most boring helmet. You're right. OK. I think this one is the best helmet for you. Yes, I agree.*

Review: *cheap, scooter, bike, camera, sweater, fast/slow, colorful/plain, big/small*

Materials

Unit 4 flashcards; Class Audio CD 1; colored pens, paper

Warmer

- Play *Hit the card* with vocabulary from Unit 4. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen. 1.55 Which helmet does Amelia choose?

- Point to the pictures and ask students what they can see (*helmets*). Tell students they are going to listen to Amelia choosing one of the helmets in the picture. Tell students to listen and check which helmet Amelia chooses.

Transcript

Jane: Hi, Amelia. What are you doing?
Amelia: I'm looking on www.let'scompare. I need a new helmet for skateboarding. Mine is really old, and I think it's dangerous.
Jane: Which one do you like best? Look. This one is cool!
Amelia: Yes, it is. But it's the most expensive one on the website! I don't have $300!
Jane: Oh! OK. Well. How about this one? It's a lot cheaper.
Amelia: Hmm. I don't think so. It's cheap … In fact, it's the cheapest … but it's the most boring helmet. It's gray.
Jane: You're right. Hey! I like this one. It's shiny and colorful. And it's not expensive. I think this one is the best helmet for you!
Amelia: Hmm, maybe – no wait! I disagree. Look! This one is the best. It's colorful, and it's not expensive – and look: it's the safest helmet. I think that's very important.
Jane: Yes! I agree!

2 Listen again and number the helmets in order. 1.55

- Tell students to listen again and number the helmets. Play the recording.
- Check answers by calling on students to point and say the number.

3 Listen and repeat. 1.56 Act it out.

- Play the recording for students to listen.
- Then play it again, pausing after each line for students to repeat. Model the dialogue a few times with confident students.
- Encourage students to replace the blue words with the words in the box.

Transcript

Child 1: How about this one? It's cheap.
Child 2: Hmm. I don't think so. It's the most boring helmet.
Child 1: You're right. OK. I think this one is the best helmet for you!
Child 2: Yes! I agree!

4 Choose a product and make a *Let's Compare!* flyer. Discuss in groups.

- Tell students they are going to make a flyer about three products and hand out craft materials.
- Students work in groups to make their flyers.
- Model the dialogue with a confident student. Students then have a discussion in groups about the products.
- Monitor and help with language as necessary.

21ST CENTURY SKILLS

Initiative and self-direction
Students choose a product and express opinions about it.

Finisher

- Play *Kim's game* with the Unit 4 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

Further practice
Workbook page 28

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Lesson 6 page 46

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a reading text.

To develop reading for specific information.

To think about the importance of trying hard to do our best.

To write a description of an activity.

Language and structures

Active: *fastest, steepest, exciting, dangerous, time, score, trick, grade*

Review: *riding, bike, riders, race, helmets*

Materials

Unit 4 flashcards; Class Audio CD 1

Warmer

- Play *Yes or No* with the vocabulary from Unit 4. See Ideas bank (Teacher's Book page 161) for instructions.

1 Read and listen. 1.57 How does Charlie feel after the race? Why?

- Point to the pictures and ask students what they can see (*a bike race, riders getting prizes*).
- Read the question aloud. Play the recording for students to listen and follow the text in their books. Encourage students to follow the lines of the text with their fingers as they read and listen. Ask students *How does Charlie feel after the race? Why?*

ANSWER

His time in the race is his personal best.

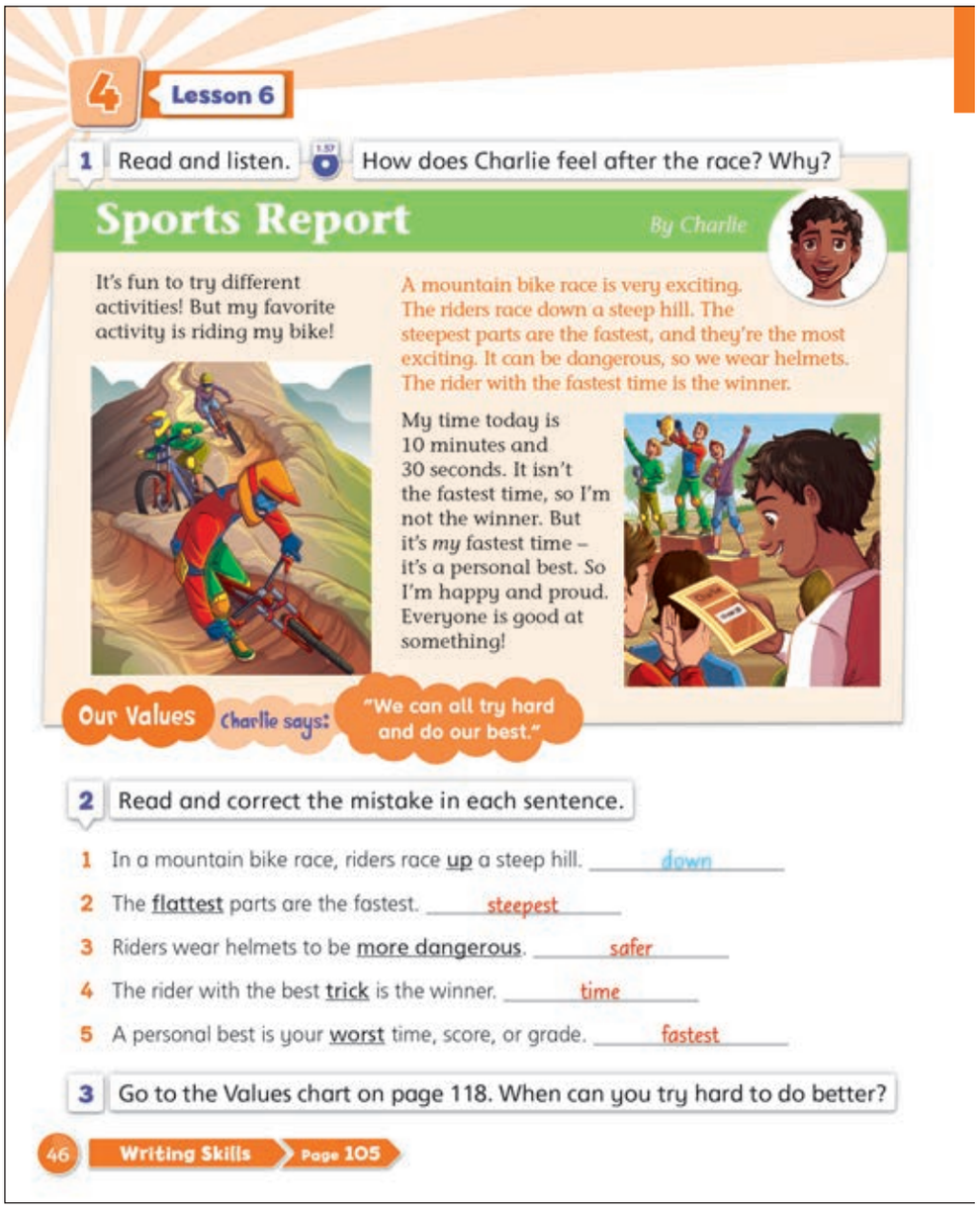
21ST CENTURY SKILLS

Communication

Students practice listening to and reading English.

2 Read and correct the mistake in each sentence.

- Explain to students that they have to read the sentences and correct the underlined mistakes. Read aloud the first sentence and then ask students to read the text to find the correct answer. Allow students time to read the sentences and correct them.
- Check answers by calling on individual students to read out the corrected sentences.


4
Lesson 6
1 Read and listen. 1.57 How does Charlie feel after the race? Why?
Sports Report
By Charlie
It's fun to try different activities! But my favorite activity is riding my bike!
A mountain bike race is very exciting. The riders race down a steep hill. The steepest parts are the fastest, and they're the most exciting. It can be dangerous, so we wear helmets. The rider with the fastest time is the winner.
My time today is 10 minutes and 30 seconds. It isn't the fastest time, so I'm not the winner. But it's my fastest time – it's a personal best. So I'm happy and proud. Everyone is good at something!
Our Values
Charlie says: "We can all try hard and do our best."
2 Read and correct the mistake in each sentence.
1 In a mountain bike race, riders race up a steep hill. down
2 The flattest parts are the fastest. steepest
3 Riders wear helmets to be more dangerous. safer
4 The rider with the best trick is the winner. time
5 A personal best is your worst time, score, or grade. fastest
3 Go to the Values chart on page 118. When can you try hard to do better?
46
Writing Skills
Page 105

3 Go to the Values chart on page 118. When can you try hard to do better?

- Tell students to turn to page 118 of their Student Books. Read aloud the value for Unit 4. Ask students why it is important to try hard to do better (*Because it makes them feel better to do their best at something.*).
- Ask students for examples of activities they try hard at (*learning a language, schoolwork, sports*) and examples of when they have done their best. Ask them how it made them feel to do well at something.
- Ask *How can we try hard at something (make time to practice the activity, ask for help and advice on how to do better)?* Ask students to work in pairs and think of things they would like to try hard at and how they will try hard.
- Students write notes. Then they color the correct number of stars to show how hard they tried the activities.

Extension activity

Tell students to make a poster about something they want to try hard at. They can give the poster the title *Trying hard* and draw a picture of themselves doing the activity. Then they write what the activity is. The following week, have a discussion about how they tried hard at the activity. Display the posters around the classroom for students to look at. Ask students to share one positive comment about a poster with the class.

Finisher

- Play *Change places* with the flashcards for Unit 4. See Ideas bank (Teacher's Book page 160) for instructions.

Further Practice

Extra Practice Student Book page 105
Workbook page 29

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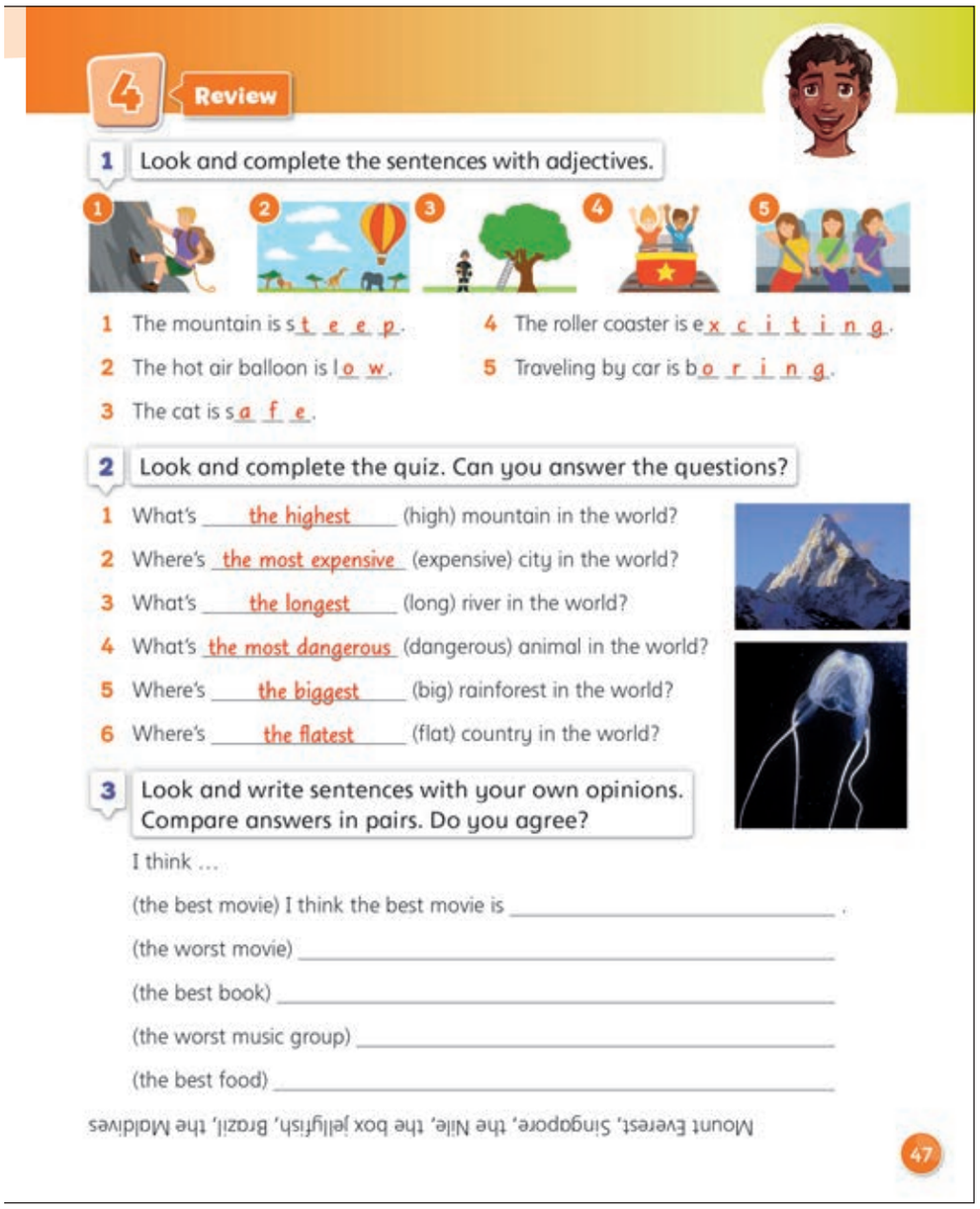

4 Review

1 Look and complete the sentences with adjectives.

1 The mountain is steep.
2 The hot air balloon is low.
3 The cat is safe.
4 The roller coaster is exciting.
5 Traveling by car is boring.

2 Look and complete the quiz. Can you answer the questions?

1 What's the highest (high) mountain in the world?
2 Where's the most expensive (expensive) city in the world?
3 What's the longest (long) river in the world?
4 What's the most dangerous (dangerous) animal in the world?
5 Where's the biggest (big) rainforest in the world?
6 Where's the flatest (flat) country in the world?

3 Look and write sentences with your own opinions. Compare answers in pairs. Do you agree?

I think ...

(the best movie) I think the best movie is _____.

(the worst movie) _____

(the best book) _____

(the worst music group) _____

(the best food) _____

Mount Everest, Singapore, the Nile, the box jellyfish, Brazil, the Maldives

47

Review page 47

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: *steep, flat, high, low, safe, dangerous, exciting, boring, time, score, trick, grade; What is the (high)est/most (dangerous) in the world?*

Review: *roller coaster, mountain, city, river, rainforest, country, animal*

Materials

Unit 4 flashcards; Class Audio CD 1

Warmer

- Write a word from the Unit 4 vocabulary with the letters jumbled on the board. Divide students into teams. The first team to guess the word wins a point. Repeat with more words. The team with the most points is the winner.

1 Look and complete the sentences with adjectives.

- Point to the pictures and ask what they can see (*a person climbing, a hot air balloon, a man helped a cat from a tree, a roller coaster, girls in a car*). Tell students to use the pictures to help them complete the sentences. Read aloud the first sentence and ask students to say the answer.
- Allow students time to do the activity.
- Check answers by calling on individuals to read out the words.

21ST CENTURY SKILLS

Media literacy

Students use visual clues to complete a task.

2 Look and complete the quiz. Can you answer the questions?

- Tell students to read and complete the questions with the correct form of the adjectives in brackets. Read aloud the first question and ask students *What's the answer (the highest)?*
- Allow students time to write the correct words.
- Check answers by asking individuals to read out the correct form of the adjectives.
- Then tell students to work in small groups of three and try to answer the questions. Ask pairs to share their ideas with the class. Then tell students that they can check their answers by turning their books upside down and check at the bottom of the quiz.

3 Look and write sentences with your own opinions. Compare answers in pairs. Do you agree?

- Explain to students that they are going to complete the sentences with their own ideas.
- Allow students time to do the activity.
- Tell students to share their answers to find out if they agree. Then ask pairs to share their ideas with the class.

TEACHING TIP

Pair less confident students with more confident students for the speaking task.

Extension activity

Tell students they are going to write a quiz. Divide the class into two teams. Each team has to write five questions using the superlative form about any topic. They can use the internet to research facts and find answers. When both teams are ready, they take turns to ask each other their questions.

Finisher

- Play the *Ready, Set, Go!* song from Unit 4 Lesson 3 (page 43) 1.53 again and encourage students to join in.

Further practice

Unit 4 Test
Units 3 and 4 Speaking Test
Workbook pages 30 and 31

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Culture 2
Winter Fun pages 48–49

Classroom Presentation Tool

Objectives

To learn about winter sports.

To present and practice six new items of vocabulary.

To review the linguistic content from Units 3 and 4.

Language and structures

Active: *skiing, traditional, dog-sledding, modern, snowboarding, competitions*

Review: *flat, boring, steep, fast, trick, fun, dangerous, cold, snowy, mountains, popular*

Materials

Class Audio CD 1

Warmer

- Play *Tic-tac-toe* with the Unit 3 and 4 vocabulary. See Ideas bank (Teacher's Book page 161) for instructions.

1 Look at the photos. What is the text about?

- Books open. Tell students to look at the photos and say what they can see (*people doing sports in winter, a person snowboarding, dog-sledding, skiing, winter, snow*).
- Ask students to decide what the text is about, read out the options, and tell students to choose one (*sports*).
- Ask students if they have done any of the activities.

2 Listen and read. 1.58

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they listen.

Transcript

In Canada, winter is cold and snowy. There are lots of popular winter sports.
Skiing is a traditional sport. People ski fast down steep, snowy mountains. You can also ski on flat snow. It's slower, but it's not boring.
Dog-sledding is very exciting! It can be dangerous, too. It's very fast. In a dog-sled race, the fastest team is the winner.
Modern sports are popular, too. The most popular modern sport is snowboarding. It's fun! In snowboard competitions, the person who does the best trick is the winner.

Culture 2
Winter Fun
1 Look at the photos. What is the text about?
transportation sports weather
2 Listen and read.
3 Read and find the names of three winter sports.
4 Read again and find the adjectives.
5 Do a mini presentation about traditional and modern sports in your country.
In Canada, the winter is cold and snowy. There are lots of popular winter sports.
Skiing is a traditional sport. People ski fast down steep, snowy mountains. You can also ski on flat snow. It's slower, but it's not boring.
Dog-sledding is very exciting! It can be dangerous, too. It's very fast. In a dog-sled race, the fastest team is the winner.
Modern sports are popular, too. The most popular modern sport is snowboarding. It's fun! In snowboard competitions, the person who does the best trick is the winner.
48

Culture note

Canada is the second largest country in the world. Winter in Canada is very cold with lots of snow, but this doesn't stop the local people from having fun. People do lots of different winter sports. The most popular winter sport in Canada is hockey. (In England, this type of hockey is called *ice hockey*.) It is the national sport of Canada. People also enjoy skiing, ice skating, and snowboarding. In 2010, the Winter Olympics were held in Canada. About 2,600 athletes from 86 different countries took part in the competition.

Extension activity

Ask students to work in pairs and make a list of popular winter and summer sports in their country. Invite pairs to share their ideas with the class.

3 Read and find the names of three winter sports.

- Tell students to look at the text and find three winter sports.

ANSWERS

skiing, dog-sledding, snowboarding

Fast finishers

Ask fast finishers to write three questions about the text. They can work in pairs and answer each other's questions.

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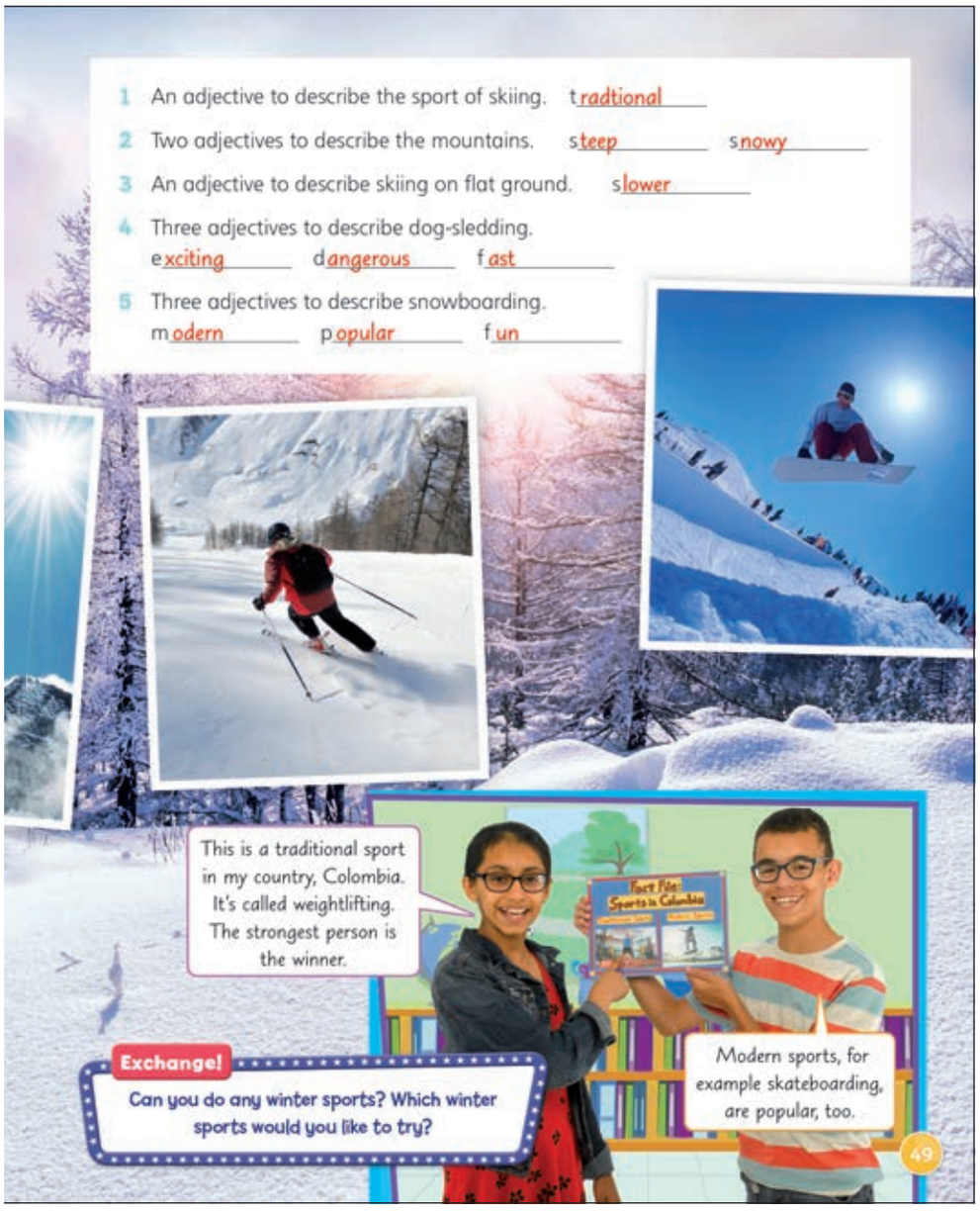
1 An adjective to describe the sport of skiing. t radtional
2 Two adjectives to describe the mountains. s teep s nowy
3 An adjective to describe skiing on flat ground. s lower
4 Three adjectives to describe dog-sledding.
e xciting d angerous f ast
5 Three adjectives to describe snowboarding.
m odern p opular f un
This is a traditional sport in my country, Colombia. It's called weightlifting. The strongest person is the winner.
Fact file: Sports in Colombia
Modern sports, for example skateboarding, are popular, too.
Exchange!
Can you do any winter sports? Which winter sports would you like to try?
49

4 Read again and find the adjectives.

- Read out the first definition. Explain that students have to look in the text to find the adjective. The first letter is given. Ask students to say the adjective (*traditional*).
- Allow students time to do the activity.
- Check answers by reading the sentences and asking individuals to answer.

Fast finishers

Ask fast finishers to play a game. They take turns to read a definition and say the correct adjectives.

5 Do a mini presentation about traditional and modern sports in your country.

- Tell students they are going to do a mini presentation about traditional and modern sports in their country. They can use the internet or reference books to help them.
- Invite students to do their presentations.
- Ask students to write down two interesting things about a presentation they heard and share them with the class.

Exchange!

- With a less confident class, discuss the questions with the whole class. With a more confident class, students work in pairs. Then discuss the questions with the class.

Further practice

Workbook page 61

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Unit 5 Art on the Beach
Lesson 1 pages 50–51

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.

To review grammar from a previous unit.

Language and structures

Active: *woman, boy, girl, man, child, person, baby, teenager*

Review: *She's carrying.*

Materials

Unit 4 and 5 flashcards; Class Audio CD 1; your own and photos of students' family members (optional)

Warmer

- Play *Mime the word* with the Unit 4 flashcards. See Ideas bank (Teacher's Book page 160).

1 Listen and point. Listen and repeat. 1.59

- Books closed. Introduce the new words (Our community) using the Unit 5 flashcards. Hold up and point to the flashcards, and say the phrases for students to repeat.
- Books open. Play the recording for students to listen and point to the correct words in the main picture. Play the recording again for students to listen, point, and repeat the phrases.

Transcript

woman boy girl man
child person baby teenager

TEACHING TIP

Before the lesson, ask students to bring in photos of their family members and friends. Tell students to work in pairs, taking turns to show each other their photos and describing them using the new vocabulary. Demonstrate with your own photo. Say *This is my mom. She's a woman*. Point to the photo.

2 Listen and number. 1.60

- Hold up your Student Book, point to the vocabulary items, and ask students to say the words.
- Play the recording for students to listen and point to the words in the main picture.
- Point to the number boxes on pages 50 and 51. Say *Listen and number. Write 1, 2, 3, 4, 5, 6, 7, or 8.*
- Play the recording again to check that students have understood (*1 girl*).

- Play the remainder of the recording, pausing after each item for students to write.
- Check answers by asking *What's number 2 (baby)?*

Transcript

1 girl **2** baby **3** man **4** child
5 teenager **6** woman **7** boy
8 person

Extension activity

Play *Pictionary* using the new words from this unit. Start by drawing a man on the board and encourage students to guess. Stop drawing when a student guesses correctly. Repeat with the other words. You can invite students to take over your role of drawing.

EXTRA VOCABULARY

build (a sandcastle)
crocodile
day out/trip
ice cream seller
interview
mime artist
sandcastle
sculpture
stroller
sunglasses
sun umbrella
turtle

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3 Write. What is each person doing?

- Hold up your Student Book, point to the photos, and ask students to say the words.
- Explain that students have to write the words.
- To check understanding, point to number 1, ask *What's this (a man)?* Tell students to write the answers in their Student Books.
- To check answers, ask individuals to read aloud their answers.
- Point to number 1 and ask *What is the man doing (He's building a sandcastle.)?*

21ST CENTURY SKILLS

Social and cross-cultural interaction
Students think about the different members of their community and community activities.

Extension activity

Divide the class into two teams. Make word cards for the flashcards and place them in a box. Invite members of each team to pick a word card from the box, say the word, and stick it under the correct flashcard.

4 Play a game. Who is it?

- Explain students are going to play a guessing game. One student secretly chooses a person in the photos from Activity 3 and their partner asks questions to guess who they are.
- Model the dialogue with confident students.
- Monitor as students act out the dialogue in pairs.

Finisher

- Play *Watch my lips.* See Ideas bank (Teacher's Book page 160) for instructions.

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Lesson 2 pages 52–53

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.

To review vocabulary from Lesson 1.

Language and structures

Active: *woman, boy, girl, man, child, person, baby, teenager; There are a lot of people at the beach today. There are boys and girls, and men and women.*

Review: *crowded, heavy, digging, busy, artists*

Materials

Unit 5 flashcards; Class Audio CD 1

Warmer

- Stick the flashcards from Unit 5 on the board. Point and ask students to say the words. Tell students to look at the flashcards for about 20 seconds. Then tell students to close their eyes. Remove the flashcards from the board and tell students to open their eyes. Ask students to say which flashcards were on the board. Add an extra challenge by asking students to remember the order the cards were in on the board.

1 Listen and read. 1.61 Why is the beach crowded today? Act it out.

- Books open. Ask students to look and say what characters they know. Then ask students to say what words they know from Lesson 1.
- Play the recording and encourage students to point to the correct characters and people as they hear them.
- Ask *Why is the beach crowded?* Elicit *There's a sandcastle competition.* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame: 1 *Where are the Junior Crew?* (*at the beach*) 2 *What is the man doing?* (*He is carrying something.*) 3 *What are the boys doing?* (*They are digging.*) 4 *When does the event start?* (*in 20 minutes*) 5 *Where is the sandcastle competition?* (*in River Town*) 6 *Who are the men?* (*artists*)
- Divide the class into groups to act out the story.
- Allow students time to practice in groups. Then invite groups to act out the story for the class.

5 Lesson 2
Sandcastles!
1 Listen and read.
Why is the beach crowded today? Act it out.
1
Wow! There are a lot of people at the beach. What's going on?
Yes, it's really crowded. There are lots of children.
2
Oh, excuse me! I can't stop. This is very heavy!
Well, there are three boys over there.
Let's ask that man, over there.
3
We're digging! Sorry! We can't stop!
Everyone is very busy! Let's ask those women.
4
We can't stop – it starts in 20 minutes. We must finish this.
What starts in 20 minutes?
Let's ask that woman. She looks important!
5
Excuse me! What are all these people doing?
Welcome to the River Town sandcastle competition! Hurry! You must finish in 20 minutes!
6
Oh ... Those men are artists.
Oh yes! Let's go and look!
How many words from Lesson 1 are in the story? Make a list.
52

Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They look for words from Lesson 1 in the story and write a list in their notebooks.

ANSWERS

Students should find: man, boys, woman

Further practice

Workbook page 32

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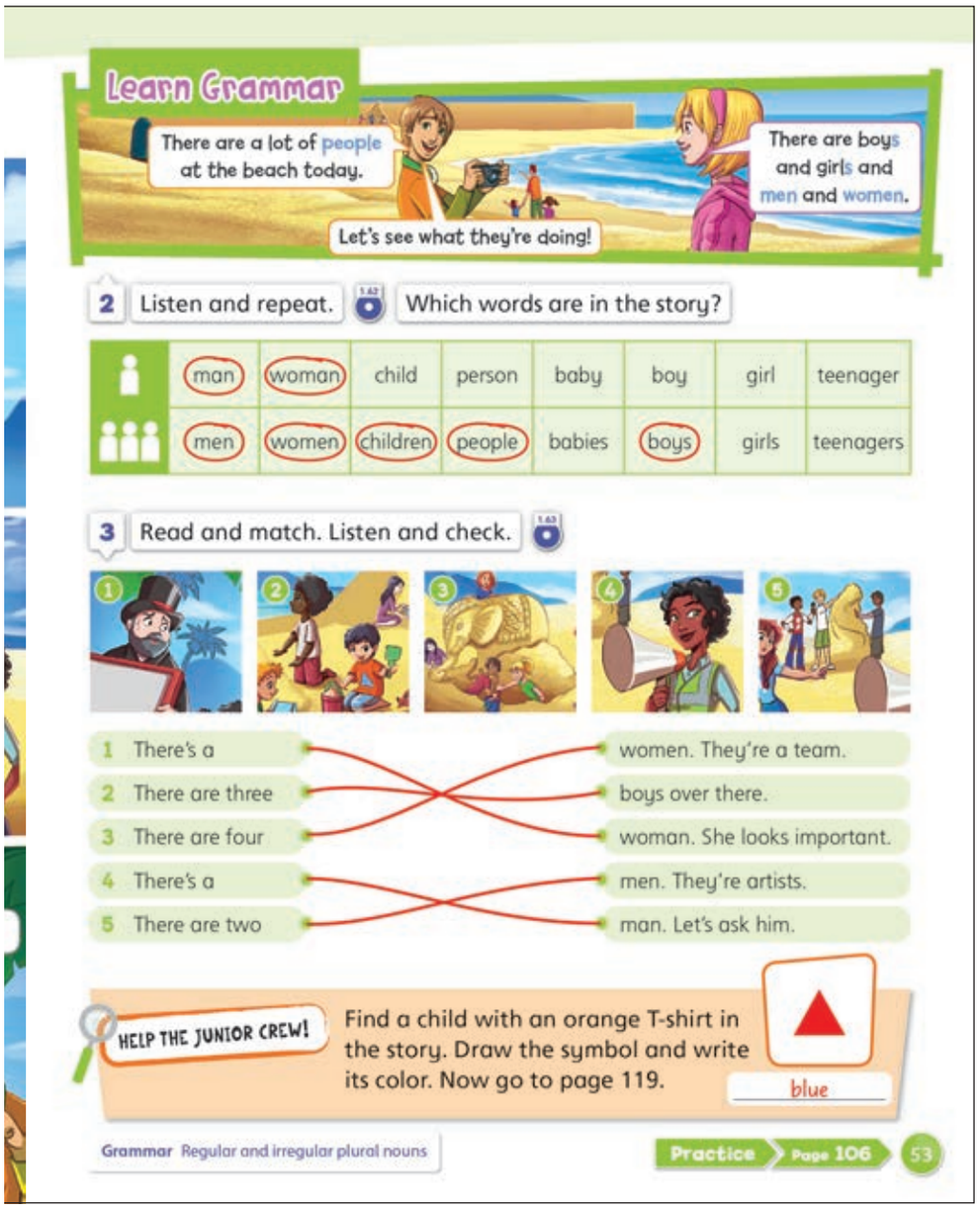
Learn Grammar
There are a lot of people at the beach today.
There are boys and girls and men and women.
Let's see what they're doing!
2 Listen and repeat. Which words are in the story?
man woman child person baby boy girl teenager
men women children people babies boys girls teenagers
3 Read and match. Listen and check.
1 There's a women. They're a team.
2 There are three boys over there.
3 There are four woman. She looks important.
4 There's a men. They're artists.
5 There are two man. Let's ask him.
HELP THE JUNIOR CREW!
Find a child with an orange T-shirt in the story. Draw the symbol and write its color. Now go to page 119.
blue
Grammar Regular and irregular plural nouns
Practice Page 106
53

2 Listen and repeat. 1.62 Which words are in the story?

- Play the recording for students to listen. Then play the recording again for students to repeat the grammar structure.
- Ask *Which words are in the story (man, children, women, boys, woman, men, people)?*

Transcript

Joe: There are a lot of people at the beach today.
Stella: There are boys and girls, and men and women.
Joe: Let's see what they're doing!

21ST CENTURY SKILLS

Initiative and self-direction
Students learn how to recognize irregular plurals.

3 Read and match. Listen and check. 1.63

- Hold up your book and point to the pictures. Ask students to say what they can see (*the man carrying something, the boys, the people, the woman*). Explain that students need to use the pictures from the story to help them match the two parts of the sentences. Check understanding by playing the recording.

Transcript

1 There's a woman. She looks important.
2 There are three boys over there.
3 There are four women. They're a team.
4 There's a man. Let's ask him.
5 There are two men. They're artists.

TEACHING TIP

Less confident students can work in pairs and look at the story frames to complete the activity. Confident students can cover the story page and complete the activity individually before checking answers in pairs.

Extension activity

For extra practice, tell students to work in pairs. One student covers the second part of the sentences with a piece of paper and the other student says the first part of the sentence. Their partner looks at the picture and says the second part of the sentence. Then students switch roles.

Help the Junior Crew!

- Students find the orange T-shirt in the story and draw the symbol on it in the box.
- Tell students to find the word in the *Junior Crew Mystery Message* on page 119 of the Student Book. See the *How to …* section in the Teacher's Book on page 33 for instructions. (The word for the *Mystery Message: to.*)

Finisher

- Tell students to work in pairs and guess what happens next in the story. When pairs finish, ask them to share their ideas with the class.

Further practice

Extra Practice Student Book page 106
CD-ROM: Vocabulary and Grammar Worksheet Unit 5 Lesson 2
Workbook page 33

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Lesson 3 pages 54–55

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary in a listening text.

To review and expand on the grammar structure from Lesson 2.

To sing a song using the language from the unit.

Language and structures

Active: *signpost, bench, flag, fountain*

Review: *museum, library, school, statue, supermarkets, toy stores*

Materials

Unit 5 flashcards; Class Audio CD 1

Warmer

- Quickly show the Unit 5 flashcards one after the other, saying each word aloud as you go. Tell students to shout *Stop the bus!* when the word you say and the flashcard you are holding match.

1 Listen, read, and say. 1.64 Where can you see these things in your town?

- Books closed. Introduce the new words with the flashcards. Hold up the cards, say the words, and ask students to repeat.
- Books open. Play the recording for students to listen and point to the photos in their Student Books. Then play the recording again for students to listen, read, and repeat the words.
- Ask students *Where can you see these things in your town?* Elicit answers, e.g. *We can see signposts in the street.*

Transcript

signpost bench flag fountain

21ST CENTURY SKILLS

Cultural awareness

Students think about landmarks in their town.

2 Look and find six differences. Listen and circle *A* or *B*. 1.65

- Tell students they are going to look at the pictures and find six differences.
- Point to the pictures and ask a confident student to say one difference. Allow students time to find the differences. They can do this in pairs. Check answers by asking individuals to call out the differences.
- Explain to students that they are going to listen to the recording and circle *A* or *B*. Play the recording, pausing for students to circle *A* or *B*.

5 Lesson 3
1 Listen, read, and say.
Where can you see these in your town?
signpost
bench
flag
fountain
2 Look and find six differences. Listen and circle A or B.
A
B
1 A B 2 A B 3 A B 4 A B 5 A B 6 A B
3 Solve the puzzle and find the theme of the sandcastle competition.
1 b e n c h
2 f l a g
3 s i g n p o s t
4 f o u n t a i n
5 g i r l s
6 w o m e n
The theme of the competition is: nature
54 Vocabulary Things around town

Transcript

1 There are two women on a bench.
2 There are three fountains.
3 There are seven flags.
4 There are four people next to the signpost.
5 There's a man on a bench.
6 There are three benches.

3 Solve the puzzle and find the theme of the sandcastle competition.

- Point to the pictures and ask students to say the words.
- Explain that students have to use the pictures to complete the puzzle.
- Tell students to think about how many letters are in each word and count the squares in the puzzle to help them complete it. Explain that the letters in the green boxes spell out the theme of the sandcastle competition.

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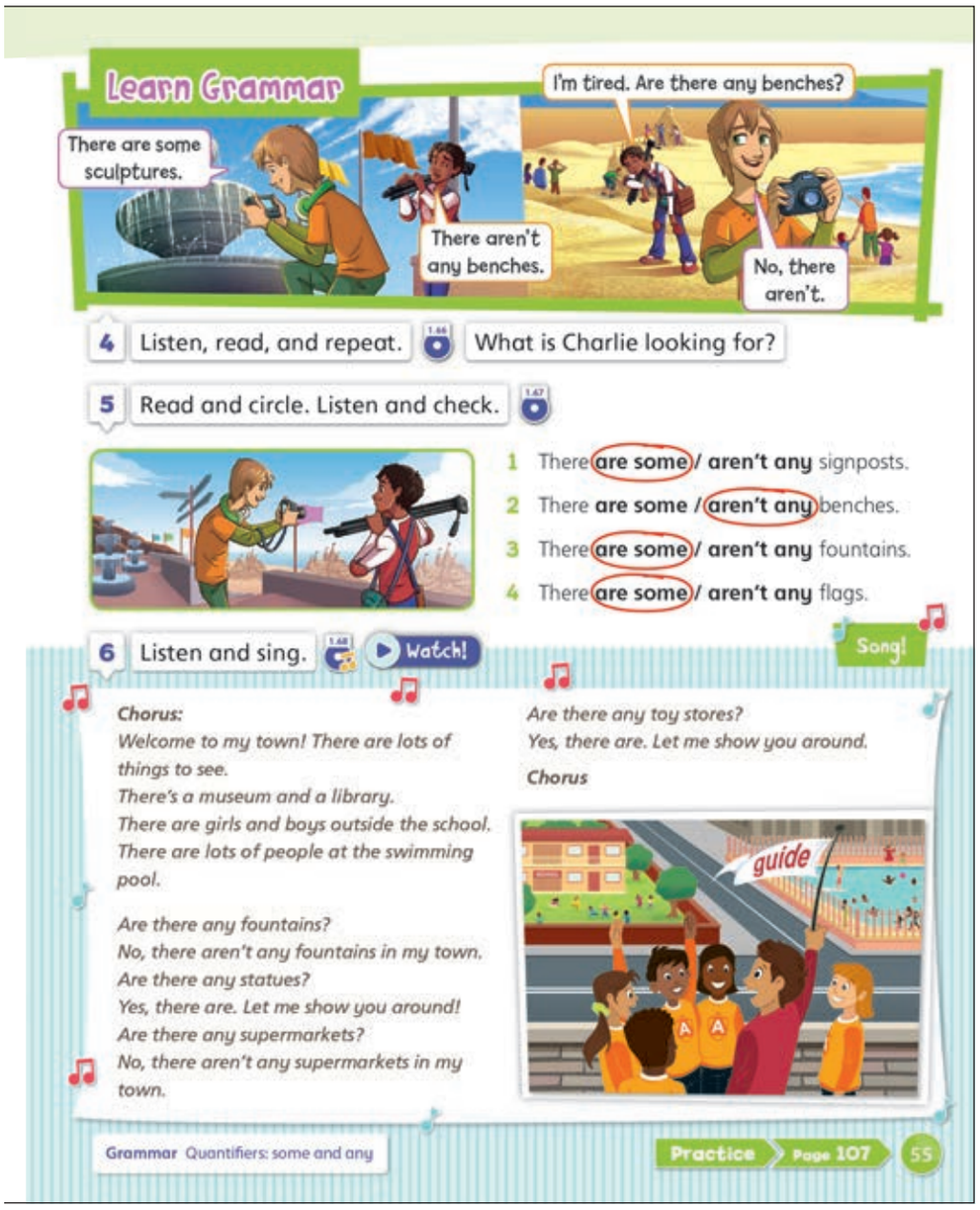
Learn Grammar
There are some sculptures.
There aren't any benches.
I'm tired. Are there any benches?
No, there aren't.
4 Listen, read, and repeat. 1.66 What is Charlie looking for?
5 Read and circle. Listen and check. 1.67
1 There are some / aren't any signposts.
2 There are some / aren't any benches.
3 There are some / aren't any fountains.
4 There are some / aren't any flags.
6 Listen and sing. 1.68 Watch!
Song!
Chorus:
Welcome to my town! There are lots of things to see.
There's a museum and a library.
There are girls and boys outside the school.
There are lots of people at the swimming pool.
Are there any fountains?
No, there aren't any fountains in my town.
Are there any statues?
Yes, there are. Let me show you around!
Are there any supermarkets?
No, there aren't any supermarkets in my town.
Are there any toy stores?
Yes, there are. Let me show you around.
Chorus
guide
Grammar Quantifiers: some and any
Practice Page 107
55

4 Listen, read, and repeat. 1.66 What is Charlie looking for?

- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Ask students *What is Charlie looking for (a bench)?*

Transcript

Joe: There are some sculptures.
Charlie: There aren't any benches.
Charlie: I'm tired. Are there any benches?
Joe: No, there aren't.

5 Read and circle. Listen and check. 1.67

- Point to the picture and ask students what they can see (*There are two boys, one is taking a photo of a castle.*). Tell students they have to look at the picture, read the sentences, and circle the correct words. Read the first sentence and ask students to look at the picture to find the correct answer. Allow students time to do the activity.
- Then tell students to listen and check their answers.

Transcript

1 Are there any signposts? Yes, there are. There are some signposts.
2 Are there any benches? No, there aren't. There aren't any benches.
3 Are there any fountains? Yes, there are. There are some fountains.
4 Are there any flags? Yes, there are. There are some flags.

6 Listen and sing. 1.68

- Tell students to look at the picture and ask what they can see (*a guide showing children around a town*).
- Play the song for students to listen and read the lyrics.
- Create actions for the lyrics with the class, e.g. holding up a flag with one arm while gesturing and pointing at different places.
- Play the song again for students to sing and mime actions.

Finisher

- Play *Draw and guess*. Divide the class into two teams. Each team takes a turn to draw something around town while the other team guesses and writes the word.

Further practice

Extra Practice Student Book page 107
CD-ROM: Vocabulary and Grammar Worksheet Unit 5 Lesson 3
Workbook page 34

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Lesson 4 page 56

Classroom Presentation Tool

Objectives

To present a CLIL concept (Art).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *beautiful, natural, branches, ice, sand, shells*

Review: *race, move, bike*

Materials

CLIL Worksheet Unit 5 Lesson 4 (Art); Unit 5 flashcards; Class Audio CD 1; colored pens, pencils, crayons

Warmer

- Play the *Welcome to my town* song from Unit 5 Lesson 3 (page 55) 1.68 again and encourage students to join in.

1 Look at the photos. Where are the artworks?

- Point to the photos and ask students to say what they can see (*a photo of nature, sculpture, sand art*).
- Ask students the question.
- Ask students if they have ever seen artwork in nature.

ANSWER

In nature.

2 Listen and read. 1.69

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to point to the pictures as they hear them.
- Ask students what nature art they know or have seen.

3 Look at the photos and write what they are made of.

- Point to the photos and ask what natural element the art is made of in each photo. Tell students to write what each nature art piece is made of in their Student Books.
- Allow students time to do the activity in pairs.

21ST CENTURY SKILLS

Cultural awareness

Students learn about art made from nature.

4 Do the Nature Art worksheet.

- Tell students they are going to do an activity on nature art.
- Hand out copies of the CLIL Worksheet for Unit 5.
- Make sure students have pens and colored pencils.

5 Lesson 4
Art
1 Look at the photos. Where are the artworks?
2 Listen and read.
Nature Art
Nature is beautiful. We can look at a sunset, but we can't buy it. We can't put it in a museum. Nature changes all the time.
Nature artists make pictures and sculptures out of natural things. Sometimes they use flowers, leaves, and branches. Sometimes they use ice and snow, or sand, shells, and stones.
The artists make their artwork in a natural place. They take a photo, and then they leave it. They don't sell their work.
When people find the artwork, it's a special surprise. It looks like nature, but it's art.
3 Look at the photos and write what they are made of.
1 It's made of rocks/stones.
2 It's made of stones/rocks/pebbles.
3 It's made of sand.
4 Do the Nature Art worksheet.
56

- Tell students to look at the pictures and ask questions if necessary: *What season is it? What is the weather like? Is it hot or cold? What can you see? What materials can you see?* Tell students to look at the words in the box and say in which places they can find these materials. Elicit more materials that students can find in these places.

TEACHING TIP

In a less confident class, ask students to work in pairs and match the words in the box to the pictures. Confident students can work alone and then compare their answers in pairs.

- Then tell students they are going to choose materials for a nature sculpture for each place. Tell students to draw their sculptures and write the material words. Put students in groups of four to discuss ideas and explain what they are made of. Model a dialogue with a confident student, e.g. *It's a sculpture. It's in the lake. It's made of wood.*
- Display the drawings around the classroom and ask students to report back two interesting things around the class.

21ST CENTURY SKILLS

Creativity and innovation

Students express themselves creatively by drawing their own sculptures.

Extension activity

Tell students to design a nature sculpture for their school. Students discuss as a class where they will put it and what materials it is made of.

Finisher

- Play *One minute race!* with the vocabulary from Unit 5. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice

Workbook page 35

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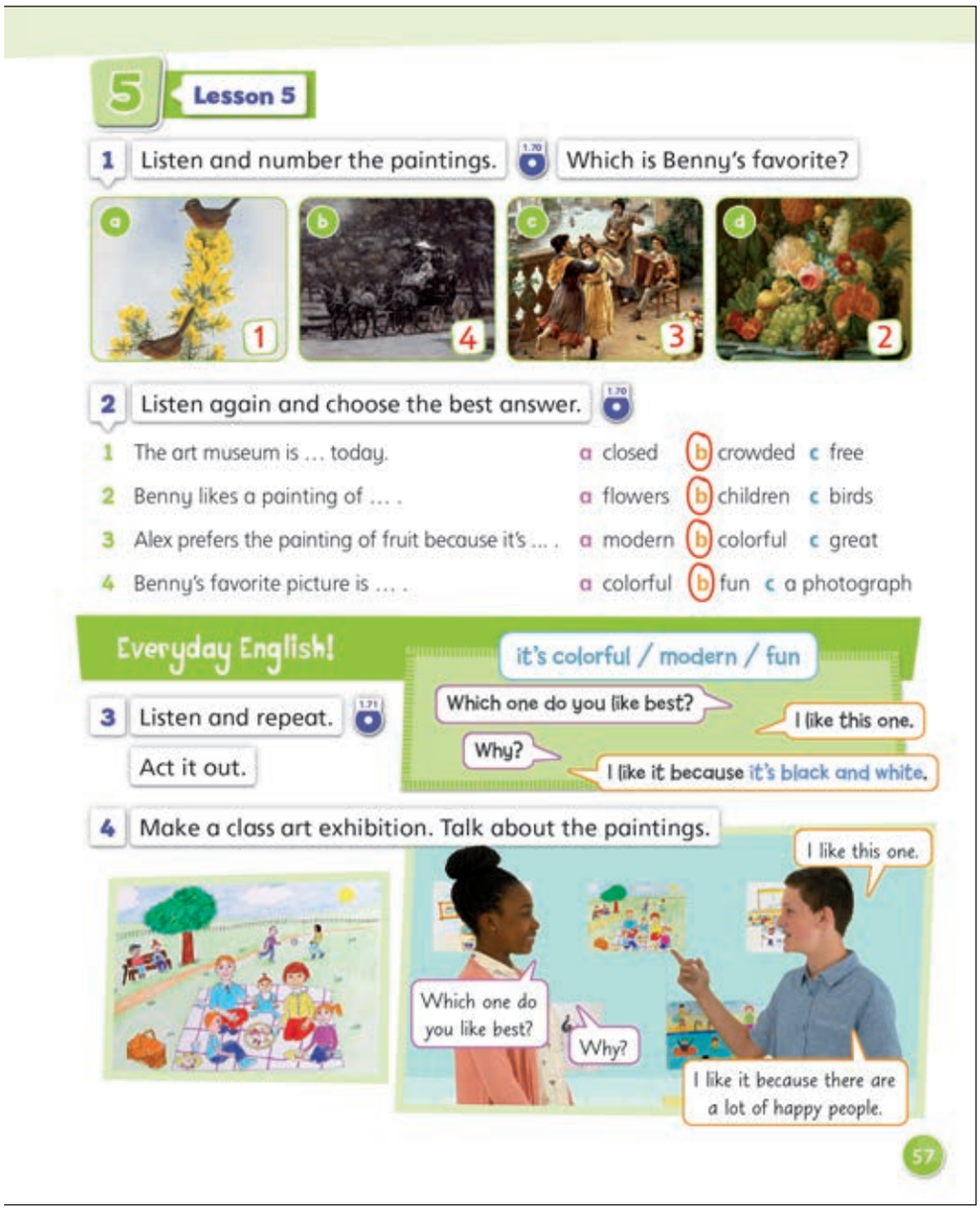
5 Lesson 5
1 Listen and number the paintings. 1.70 Which is Benny's favorite?
a 1
b 4
c 3
d 2
2 Listen again and choose the best answer. 1.70
1 The art museum is … today. a closed b crowded c free
2 Benny likes a painting of … . a flowers b children c birds
3 Alex prefers the painting of fruit because it's … . a modern b colorful c great
4 Benny's favorite picture is … . a colorful b fun c a photograph
Everyday English!
it's colorful / modern / fun
3 Listen and repeat. 1.71
Act it out.
Which one do you like best?
I like this one.
Why?
I like it because it's black and white.
4 Make a class art exhibition. Talk about the paintings.
I like this one.
Which one do you like best?
Why?
I like it because there are a lot of happy people.
57

Lesson 5 page 57

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a listening text.

To develop listening for specific information.

To teach an *Everyday English* expression.

To complete a craft project.

Language and structures

Active: *Which one do you like best? I like this one. Why? I like it because it's black and white.*

Review: *It's colorful/modern/fun.*

Materials

Unit 5 flashcards; Class Audio CD 1; colored pens, paper

Warmer

- Play *Which one is missing?* with the vocabulary from Unit 5. See Ideas bank (Teacher's Book page 160).

1 Listen and number the paintings. 1.70 Which is Benny's favorite?

- Point to the pictures and ask students what they can see *(birds, fruit, people dancing, people)*. Tell students they are going to listen to Benny talking about his favorite painting. Tell students to listen, number the paintings in order, and check which painting is Benny's favorite.

Transcript

Benny: There are lots of people at the art museum today.
Alex: There's an art competition. My mom's picture is in the show.
Benny: That's cool. Is it a painting or a photograph?
Alex: It's a painting.
Benny: Great! Let's go and see.
Benny: This one is nice. There are two birds and some flowers.
Alex: Yes, that one is nice. But I prefer this one. It's more colorful.
Benny: Yes, I like that one. There are grapes, and peaches, and a pineapple.
Alex: This one is colorful, too. There are four people. I think there are three girls and a boy.
Benny: Hmm. That one is OK, but I prefer this one.
Alex: This one? It's black and white.
Benny: Yes. There are people and horses. The people are in a carriage.
Alex: So which picture do you like best?
Benny: I like this one. The one with the children.
Alex: Why?
Benny: I like it because the children are having fun.
Alex: That's my mom's picture!
Benny: Wow! That's great!
Alex: My mom is a good artist. I'm proud of her.

2 Listen again and choose the best answer. 1.70

- Explain the activity and read aloud the sentences.
- Play the recording.
- Check answers by reading a sentence and calling on individuals to say the correct answer option.

3 Listen and repeat. 1.71 Act it out.

- Play the recording for students to listen.
- Then play it again, pausing after each line for students to repeat. Model the dialogue with confident students.
- Encourage students to replace the blue words with the words in the box.

Transcript

A: Which one do you like best?
B: I like this one.
A: Why?
B: I like it because it's black and white.

4 Make a class art exhibition. Talk about the paintings.

- Explain the activity and hand out craft materials. Students draw their pictures. Display the pictures around the room. Model the dialogue with a confident student. Students walk around the room talking in pairs about the paintings.

21ST CENTURY SKILLS

Leadership and responsibility
Students take responsibility for an art exhibition in their school.

Finisher

Play *Musical flashcards* with the Unit 5 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice
Workbook page 36

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Lesson 6 page 58

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a reading text.

To develop reading for specific information.

To think about the importance of encouraging everybody to say nice things.

To write a description of a place.

Language and structures

Active: *woman, boy, girl, man, child, person, baby, teenager, signpost, bench, flag, fountain; There is … There are … Are there … ?*

Review: *teams, artists, cars, buses, sculptures, beaches, nature*

Materials

Unit 5 flashcards; Class Audio CD 1

Warmer

- Play *Categories* with the vocabulary from Unit 4 and 5. See Ideas bank (Teacher's Book page 161) for instructions.

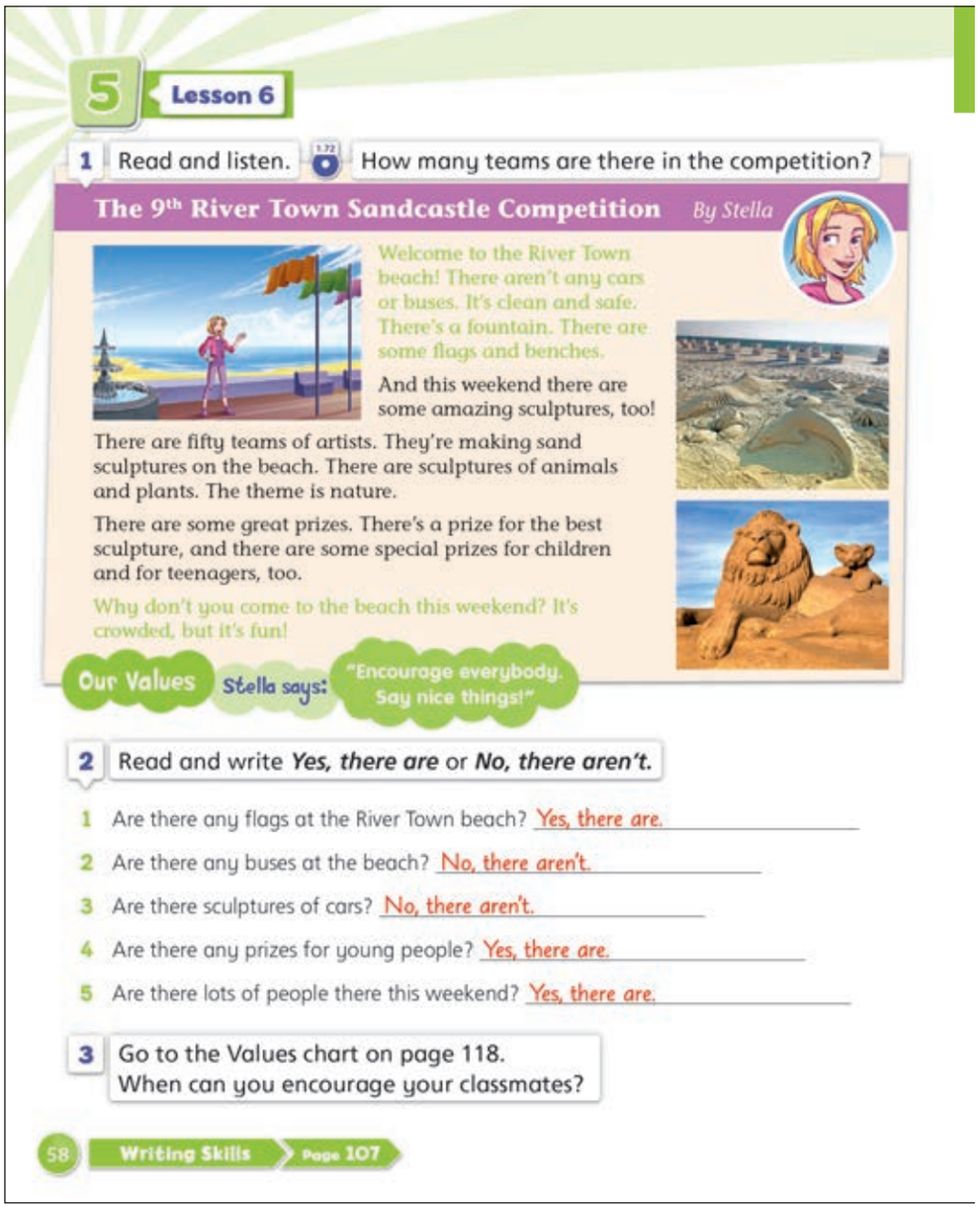
1 Read and listen. 1.72 How many teams are there in the competition?

- Point to the pictures and ask students what they can see (*sandcastles/nature sculptures*) and what they think the text is about.
- Read the question aloud. Play the recording for students to listen and follow the text in their books. Encourage students to follow the lines of the text with their fingers as they read and listen. Ask students *How many teams are there in the competition?*

ANSWER
50

2 Read and write *Yes, there are* or *No, there aren't*.

- Explain to students that they have to read the questions, check the text and write the answers. Read the first question and ask students to check the text for the answer. Allow students time to do the task.
- Check answers by reading out the questions and asking individuals to read out the answers.



5 Lesson 6

1 Read and listen. 1.72 How many teams are there in the competition?

The 9th River Town Sandcastle Competition *By Stella*

Welcome to the River Town beach! There aren't any cars or buses. It's clean and safe. There's a fountain. There are some flags and benches.

And this weekend there are some amazing sculptures, too!

There are fifty teams of artists. They're making sand sculptures on the beach. There are sculptures of animals and plants. The theme is nature.

There are some great prizes. There's a prize for the best sculpture, and there are some special prizes for children and for teenagers, too.

Why don't you come to the beach this weekend? It's crowded, but it's fun!

Our Values Stella says: "Encourage everybody. Say nice things!"

2 Read and write *Yes, there are* or *No, there aren't*.

1 Are there any flags at the River Town beach? Yes, there are.
2 Are there any buses at the beach? No, there aren't.
3 Are there sculptures of cars? No, there aren't.
4 Are there any prizes for young people? Yes, there are.
5 Are there lots of people there this weekend? Yes, there are.

3 Go to the Values chart on page 118. When can you encourage your classmates?

58 Writing Skills Page 107

Extension activity

Divide the class into two teams. Ask students from both teams questions from the text. For example, *What new town vocabulary words are in the text? How many teams of artists are there? What sculptures can you see? When is the competition?* Award one point for each correct answer.

3 Go to the Values chart on page 118. When can you encourage your classmates?

- Tell students to turn to page 118 of their Student Books. Read aloud the value for Unit 5. Ask students why it is important to encourage everybody to say nice things (*Because it makes people feel and do better.*).
- Ask students for examples of situations when they can encourage their classmates (*in competitions, at school work, for projects*).
- Ask students how they can encourage their classmates (*by saying things like You can do it! Keep trying! That's great!*). Ask students to work in pairs and think of things they can say to encourage their classmates.
- Students write notes. Then they color the correct number of stars to show how much they encouraged others.

21ST CENTURY SKILLS

Citizenship
Students think about encouraging others.

Finisher

- Play *Write it up*. Divide the class into two teams. Say a word and a grammar structure from the previous units. Team members have to make a sentence as quickly as possible and then race to write it on the board.
- Award one point for grammatically correct sentences and correct spelling of vocabulary items.

Further Practice

Extra Practice Student Book page 107
Workbook page 37

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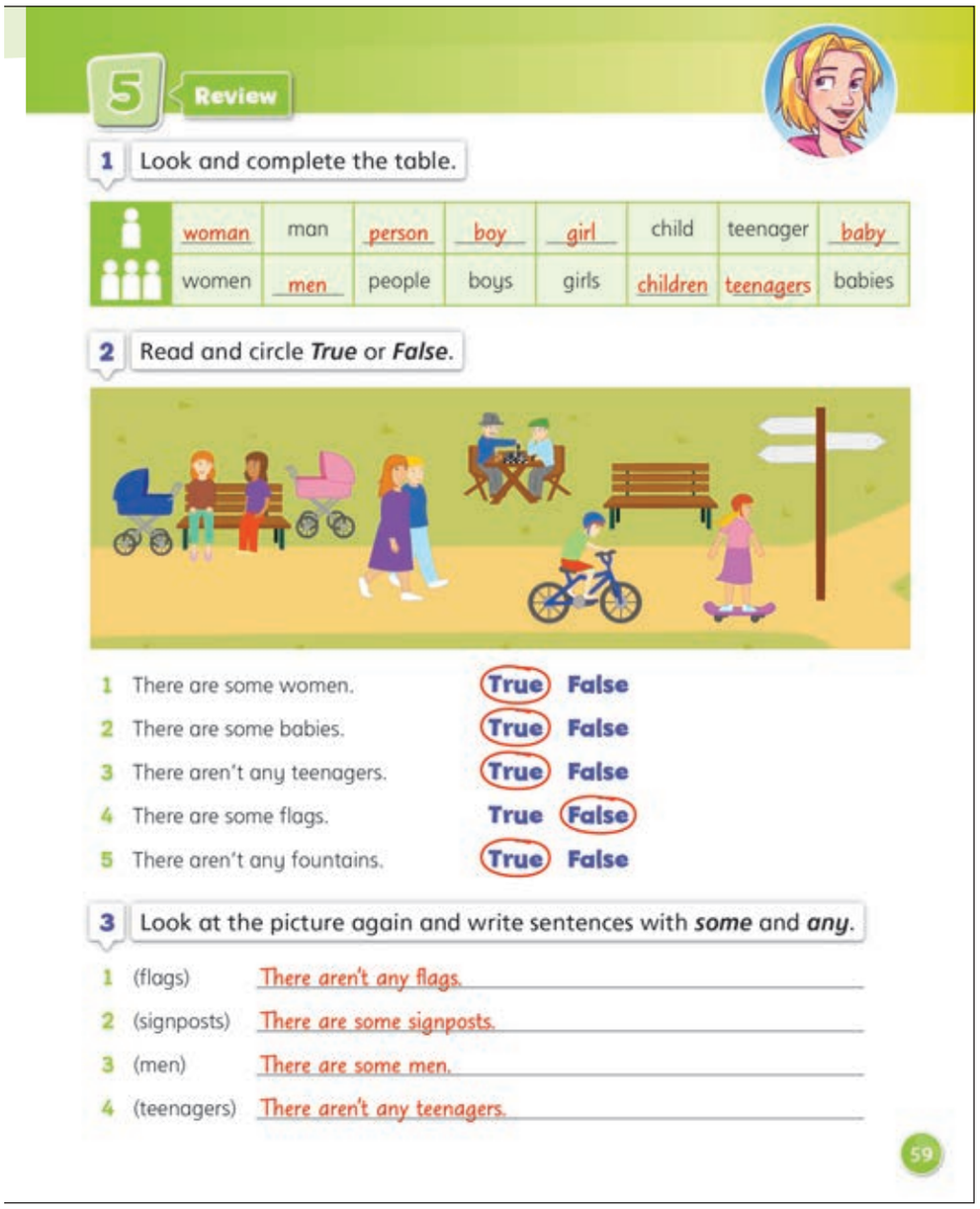

5 Review

1 Look and complete the table.

	woman	man	person	boy	girl	child	teenager	baby
	women	men	people	boys	girls	children	teenagers	babies

2 Read and circle *True* or *False*.

1 There are some women. True False
2 There are some babies. True False
3 There aren't any teenagers. True False
4 There are some flags. True False
5 There aren't any fountains. True False

3 Look at the picture again and write sentences with *some* and *any*.

1 (flags) There aren't any flags.
2 (signposts) There are some signposts.
3 (men) There are some men.
4 (teenagers) There aren't any teenagers.

59

Review page 59

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: *man, woman, girl, boy, child, baby, teenager, person, signpost, bench, flag, fountain; There are some (women). There aren't (any) teenagers.*

Review: *park*

Materials

Unit 5 flashcards

Warmer

- Play *Sharkman (Hangman)* with the vocabulary from Unit 5. See Ideas bank (Teacher's Book page 161).

1 Look and complete the table.

- Tell students to look at the table. Explain they have to complete the table with the singular or plural form of the words. Point to *women* and ask what the singular is (*woman*). Allow students time to do the activity. Check answers by asking individuals to call out the words.

2 Read and circle *True* or *False*.

- Ask students to look at the pictures and tell you what they can see (*two women sitting on a bench, two babies, two men playing chess, a man and a woman walking, a boy on a bike, a girl on a skateboard*).
- Tell students they have to look at the pictures, read the sentences, and circle *True* or *False*. Read the first sentence and ask students to put up their hands if the answer is true or fold their arms if it is false.
- Allow students time to do the activity.
- Check answers by reading the sentences and calling on individuals to say *true* or *false*.

21ST CENTURY SKILLS

Media literacy

Students interpret images to complete an activity.

3 Look at the picture again and write sentences with *some* and *any*.

- Point to the picture and explain that students are going to write sentences with *some* and *any*. Ask *Are there any flags?* Elicit *No, there aren't.* Ask *What sentence can we write?* Elicit *There aren't any flags.*
- Allow students time to do the activity.
- Check answers by asking students to read out their sentences.

TEACHING TIP

Do the activity with a group of less confident students. Ask students to look at the picture to check if there are any signposts (*Yes, there are.*). Then write on the board *There are …* and invite a student to complete the sentence. Repeat with the other items. Confident students can complete the task individually and then check answers in pairs.

Extension activity

Give students a piece of paper and tell them to draw two rectangles next to each other. Demonstrate by drawing two rectangles on the board. Elicit words that students have learned in the unit and write them on the board. Then draw a simple scene in one rectangle: a woman sitting on a bench, a fountain, a signpost, two men talking, a boy on a skateboard. Tell students to choose six of the words from the unit and draw a scene in one of their own frames. They should keep this secret. Then tell students to work with a partner and describe their picture to their partner. Their partner has to draw the picture in the blank frame. Once they are finished, students check to see if the picture is correct and then switch roles. Explain that students should use *There are some* and *There aren't any* in their descriptions. Check that students know how to use *on the left, on the right, in the middle* by pointing to these points on your picture. Demonstrate the activity with a confident student. They can describe their picture while you draw it on the board.

Finisher

- Play the *Welcome to my town* song from Unit 5 Lesson 3 (page 55) 1.68 and encourage students to join in.

Further practice

Unit 5 Test

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Unit 6 In the Kitchen!
Lesson 1 pages 60–61

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.

To review grammar from a previous unit.

Language and structures

Active: *sugar, nuts, flour, oil, vanilla, honey, eggs, chocolate chips*

Review: *you need, to make*

Materials

Unit 5 and 6 flashcards; Class Audio CD 2

Warmer

- Play *Chain stories* with the vocabulary from Unit 5. Tell students to stand in a circle. Say a sentence using the vocabulary, e.g. *There are lots of people at the beach*. Invite a student to add a sentence to the story or add a vocabulary item, e.g. *There are lots of people at the beach. There are children playing in the sand.* Repeat with other students. If a student can't remember a sentence or think of a new sentence, they sit down. The last student standing is the winner.

1 Listen and point. Listen and repeat. 2.01

- Books closed. Introduce the new words (Ingredients) using the Unit 6 flashcards. Hold up and point to the flashcards, and say the phrases for students to repeat.
- Books open. Play the recording for students to listen and point to the correct ingredients in the main picture. Play the recording again for students to listen, point, and repeat the phrases.

Transcript

sugar nuts flour oil
vanilla honey eggs
chocolate chips

TEACHING TIP

Chant the new words chorally, and then ask students to say them individually.

2 Listen and number. 2.02

- Hold up your Student Book and point to the vocabulary items and ask students to say the words.
- Play the recording for students to listen and point to the ingredients.
- Point to the number boxes on page 60 and say *Listen and number. Write 1, 2, 3, 4, 5, 6, 7, or 8.*

- Play the recording again to check that students have understood (*1 flour*).
- Play the remainder of the recording, pausing after each item for students to write.
- Check answers by asking *What's number 2 (vanilla)?*

Transcript

1 flour **2** vanilla **3** sugar **4** eggs
5 nuts **6** chocolate chips **7** oil
8 honey

Extension activity

Ask students to work in pairs and think of foods that have those ingredients in them. Encourage pairs to share their ideas with the class.

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3 Write. Can you think of foods that have these ingredients?
1 oil
2 flour
3 eggs
4 sugar
5 nuts
6 vanilla
7 honey
8 chocolate chips
Find out what's happening at the River Town Grand Hotel!
4 Share ideas.
You need oil to make potato chips.
Yes, you need oil to make fries, too.
61

3 Write. Can you think of foods that have these ingredients?

- Hold up your Student Book, point to the photos, and ask students to say the words.
- Explain that students have to write the words.
- To check understanding, point to number 1. Ask *What's this (oil)?* Tell students to write the answers in their Student Books.
- To check answers, ask individuals to read aloud their answers.
- Point to the chocolate chips and ask *What food is it in (biscuits, cakes, ice cream)?* Tell students to work in pairs and say what foods each ingredient is in. Then invite pairs to share their ideas with the class.

Extension activity

Ask students to imagine they are going to make something, e.g. a cake, cookies, or their favorite food. Tell them to work in groups of three and choose a food to make. They can write a list of ingredients they will need to make their food. Ask students to share their ideas with the class.

4 Share ideas.

- Explain students are going to talk about what ingredients are used in different foods.
- Model the dialogue with confident students.
- Monitor as students act out the dialogue in pairs.

21ST CENTURY SKILLS

Initiative and self-direction

Students think about what ingredients are in different foods.

Finisher

- Play *Pass the flashcards* with the Unit 6 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

EXTRA VOCABULARY

bread
butter
chef
chef's hat
ingredients
juice
milk
mushrooms
packet
pantry
refrigerator
stove

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Lesson 2 pages 62–63

Objectives

To present and practice a grammar structure in the context of a story.

To review vocabulary from Lesson 1.

Language and structures

Active: *sugar, nuts, flour, oil, vanilla, honey, eggs, chocolate chips; There is some flour. There isn't any cheese. There are some chocolate chips. There aren't any tomatoes.*

Review: *chefs, pizza, cheese, butter, cookie, biggest*

Materials

Unit 6 flashcards; Class Audio CD 2

Warmer

- Stick the Unit 6 flashcards on the board. Point and ask students to say the words. Ask five students to leave the classroom. Then ask the remaining students to help you hide the flashcards in the classroom. Bring the students back into the classroom and ask them to find the missing flashcards and say the words.

1 Listen and read. 2.03 What are the chefs making? Act it out.

- Books open. Ask students to look and say what characters they know and what ingredients they can see.
- Play the recording and encourage students to point to the correct characters and people as they hear them.
- Ask students *What are the chefs making (a cookie)?* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame: 1 *Where are the Junior Crew?* (*at the Grand Hotel*) 2 *What ingredients can they see?* (*flour*) 3 *What other ingredients do they find?* (*chocolate chips, butter, and sugar*) 4 *Who do they see?* (*the chefs*) 5 *What does the chef show them?* (*the cookie*) 6 *What is special about the cookie?* (*It's the world's biggest cookie.*)
- Divide the class into groups to act out the story.
- Allow students to practice in groups. Then invite groups to act out the story for the class.

TEACHING TIP

Confident students can change what the chef is making and the ingredients as they act out the dialogue.

6
Lesson 2
Let's Bake!
1 Listen and read. 2.03 What are the chefs making? Act it out.
1
We're at the Grand Hotel. Something is going on! Look at these chefs!
Where are they going?
Let's see!
2
There's some flour – maybe they're making pizza?
But there isn't any cheese.
And there aren't any tomatoes.
Flour
3
There are some chocolate chips ... Yum!
Flour
There's some butter and some sugar.
Wow! There are A LOT of ingredients!
4
And here are the chefs!
Excuse me. What are you making?
5
We're making a cookie. Come and look.
A cookie? Just ONE cookie?
6
Yes! We're making the world's biggest cookie! We want the world record.
The world's biggest cookie! Cool!
Which ingredients are in the cookie?
62

Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They look for the ingredients in the cookie in the story and write a list in their notebooks.

ANSWERS

Students should find: flour, butter, sugar, chocolate chips

Further practice

Workbook page 38

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Learn Grammar
There is some flour.
There are some chocolate chips.
There isn't any cheese.
There aren't any tomatoes.
2 Listen and repeat. 2.04
Find sentences with there is / there are in the story.
3 Look and check ✓ the things you can count. Read and circle.
1 There is / are some eggs.
2 There is / are some flour.
3 There is / are some sugar.
4 There is / are some nuts.
5 There is / are some butter.
6 There is / are some chocolate chips.
HELP THE JUNIOR CREW!
Find a brown box in the story. Draw the symbol and write its color. Now go to page 119.
green
Grammar: Count and non-count: There is / are some There isn't / aren't any
Practice Page 108
63

2 Listen and repeat. 2.04 **Find sentences with *there is* / *there are* in the story.**

- Play the recording for students to listen. Then play the recording again for students to repeat the grammar structure.
- Tell students to find examples of *there is* and *there are* in the story. Point to frame 2 and ask students to read out an example of *there is* or *there are* (*There's some flour.*). Ask *Can you count flour?* Elicit *No.* Point to frame 3 and ask for another example of *there is* or *there are* (*some butter and some sugar*). Ask *Can you count chocolate chips?* Elicit *Yes.*
- Allow students time to do the answers and check answers by asking individuals to read out the sentences from the story.

3 Look and check ✓ the things you can count. Read and circle.

- Hold up your book and point to the picture. Ask students to say what they can see (*eggs, flour, nuts, sugar, cookies, butter, chocolate chips*). Explain that students need to check the things they can count. Point to the eggs and ask *Can you count them?* Elicit *Yes. How many eggs are there?* Elicit *3.* Tell students to check the box.
- Allow students time to do the activity. Then tell students they need to read the sentences and circle *is* or *are*.
- Read aloud the first sentence and ask students which is the correct answer. Then allow students to do the activity.
- Check answers by asking individuals to read out the sentences.

Help the Junior Crew!

- Students find a brown box in the story and draw the symbol and write the word.
- Tell students to find the word in the *Junior Crew Mystery Message* on page 119 of the Student Book. See the *How to …* section in the Teacher's Book on page 33 for instructions. (The word for the *Mystery Message: discover*.)

Finisher

- Tell students to play *Chain story* with the ingredients words. Tell students to sit in a circle. Start by saying *I have some honey and sugar*. Ask the student sitting next to you to repeat the sentence, but add another ingredient, e.g. *I'm making a cake. I have got honey, sugar, and vanilla*. Continue this around the circle.

Further practice

Extra practice Student Book page 108
CD-ROM: Vocabulary and Grammar Worksheet Unit 6 Lesson 2
Workbook page 39

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Lesson 3 pages 64–65

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary in a listening text.

To review and expand on the grammar structure from Lesson 2.

To sing a song using the language from the unit.

Language and structures

Active: *bowl, plate, spoon, cup; Is there any ... ? Yes, there is. / No, there isn't? Are there any ... ? Yes, there are. / No, there aren't.*

Review: *honey, nuts, eggs, juice, cookies, cake*

Materials

Unit 6 flashcards; Class Audio CD 2

Warmer

- Divide the class into two teams. Each team thinks of one of the words from Lesson 1 and says *The word begins with …* The other team has to guess what the word is.

1 Listen, read, and say. 2.05 Where can you find these things?

- Books closed. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and repeat the words.
- Ask students *Where can you find these things?* Elicit answers, e.g. *We can see these things in the kitchen.*

Transcript

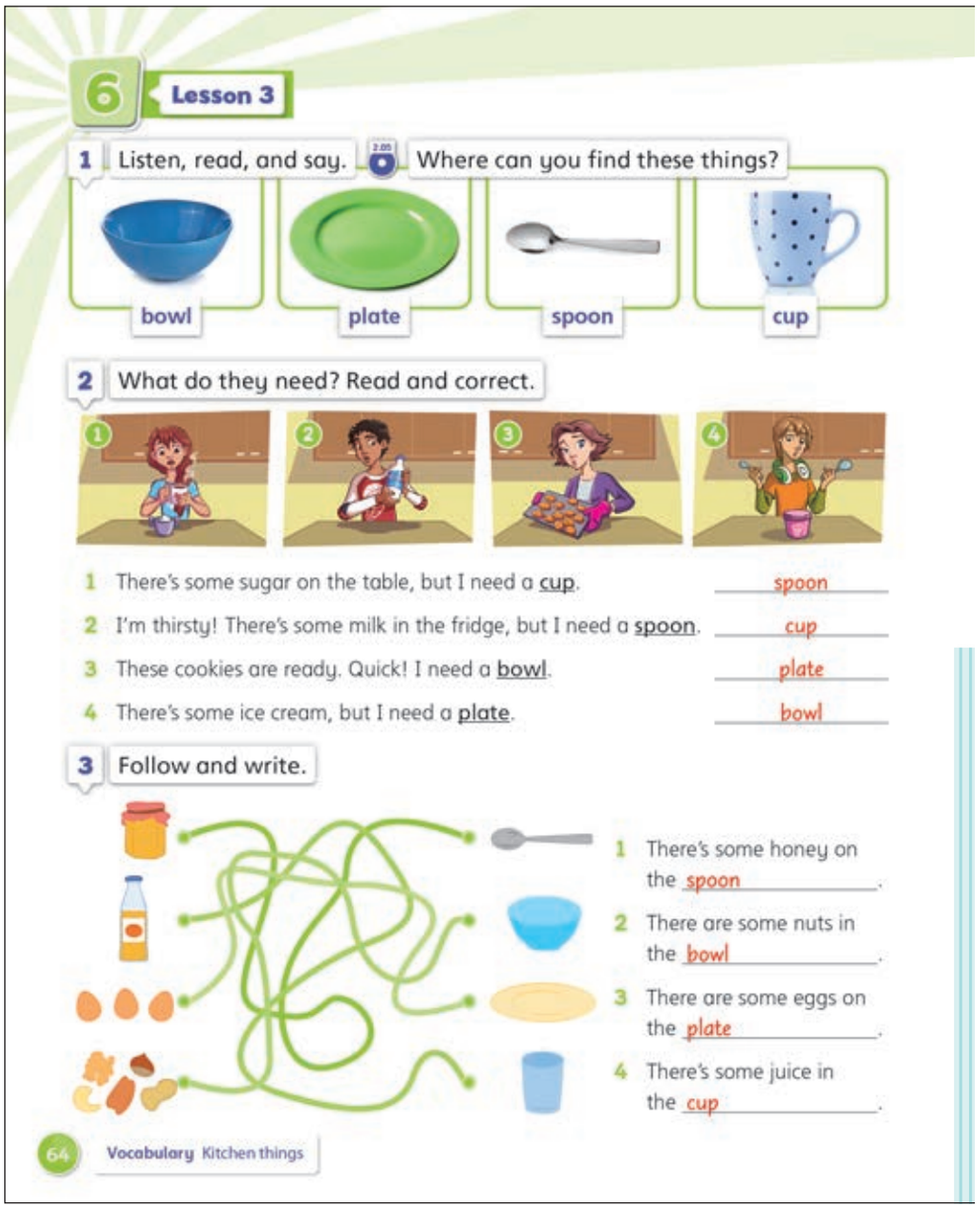
bowl plate spoon cup

2 What do they need? Read and correct.

- Point to the pictures and ask students what they can see (*Lily has a cup, Charlie has a bottle of milk, Amy has cookies, Joe has ice cream.*).
- Explain that students have to look at the pictures, then read and correct the underlined word in bold in the sentences.
- Point to the first picture and ask students what's missing (*a spoon*). Read the first sentence and ask what the correct word is (*spoon*).
- Allow students time to do the activity. Check answers by asking individuals to read out the corrected sentences.

21ST CENTURY SKILLS

Problem-solving
Students use problem-solving to work out what item is needed.


6 Lesson 3
1 Listen, read, and say. 2.05 Where can you find these things?
bowl
plate
spoon
cup
2 What do they need? Read and correct.
1 There's some sugar on the table, but I need a cup. spoon
2 I'm thirsty! There's some milk in the fridge, but I need a spoon. cup
3 These cookies are ready. Quick! I need a bowl. plate
4 There's some ice cream, but I need a plate. bowl
3 Follow and write.
1 There's some honey on the spoon.
2 There are some nuts in the bowl.
3 There are some eggs on the plate.
4 There's some juice in the cup.
64 Vocabulary Kitchen things

3 Follow and write.

- Point to the pictures and ask students to say the words.
- Explain that students have to follow the wavy lines with their finger to match the food to the kitchen item.
- Hold up your book and follow the wavy line for number one with your finger until you reach the end of the line and ask *What's this* (*a spoon*)*?* Read out the first sentence and elicit the missing word (*spoon*).
- Allow students time to do the activity and check answers by asking individuals to read out the completed sentences.

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Learn Grammar
Is there any ice cream?
Yes, there is.
Are there any spoons?
Yes, there are.
Is there any milk?
No, there isn't.
Are there any bowls?
No, there aren't.
4 Listen, read, and repeat.
5 Listen and circle.
Ask and answer.
Are there any spoons?
Is there any sugar?
Are there any bowls?
Is there any flour?
6 Listen and sing.
Watch!
Song!
Chorus:
I'm feeling hungry. What can we make?
What about a pizza? No! Let's make a cake.
Is there any flour and oil, too?
Yes, there is. I'll get some for you.
Is there any sugar and vanilla, too?
Are there any eggs? Oh, and some nuts?
Yes, here are the ingredients for you.
We can make a cake for the both of us!
Is there a bowl and a spoon?
We need to mix the cake.
Mmm, we can eat the cake soon!
Yes! Oh, let's find a plate.
Grammar Count and non-count: Is there any? / Are there any?
Practice Page 109
65

4 Listen, read, and repeat. 2.06

- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.

Transcript

Amy: Is there any ice cream?
Stella: Yes, there is.
Amy: Is there any milk?
Stella: No, there isn't.
Hassan: Are there any spoons?
Lily: Yes, there are.
Hassan: Are there any bowls?
Lily: No, there aren't.

5 Listen and circle. 2.07 Ask and answer.

- Point to the pictures and ask students what they can see (*knives, forks, spoons, sugar, bowls, flour*). Tell students they have to look at pictures 1 and 2, listen to the recording, and circle the correct picture.
- Then students ask and answer the questions in pairs.

Transcript

Are there any spoons? Yes, there are.
Is there any sugar? No, there isn't.
Are there any bowls? No, there aren't.
Is there any flour? Yes, there is.

6 Listen and sing. 2.08

- Tell students to look at the picture and ask what they can see (*a boy and girl in a kitchen making something, flour, sugar, eggs, a plate*).
- Play the song for students to listen and read the lyrics.
- Create actions for the song around the class, for example mime using the ingredients to make a cake.
- Play the song again for students to sing and mime actions.

Finisher

- Play *Tic-tac-toe* with the Unit 6 vocabulary. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice
Extra Practice Student Book page 109
CD-ROM: Vocabulary and Grammar Worksheet Unit 6 Lesson 3
Workbook page 40

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Lesson 4 page 66

Classroom Presentation Tool

Objectives

To present a CLIL concept (Science).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *ingredients, grams, liquids, liters, measuring cup*

Review: *milk, flour, sugar, water, heavy*

Materials

CLIL Worksheet Unit 6 Lesson 4 (Science); CLIL poster for Unit 6 (Science); Unit 6 flashcards; Class Audio CD 2; measuring cup, scales, flour, sugar, eggs, butter, milk, vanilla extract, a teaspoon, two bowls (optional), pen or pencil

Warmer

- Play the *Let's bake!* song from Unit 6 Lesson 3 (page 65) 2.08 again and encourage students to join in.

1 Look at the photos. Can you count the ingredients?

- Point to the pictures and ask students to say what they can see (*a photo of flour and eggs, a drawing of scales and a packet of flour, a photo of a bottle of milk, a drawing of a jug of water*).
- Ask students the question.

ANSWER

You can count eggs, but you can't count flour, milk, or water.

2 Read and listen. 2.09

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to point to the pictures as they hear them.

3 Read and complete the sentences with the key words from the text.

- Explain that students have to complete the sentences with words from the text. Read out the first sentence and ask students to check the text for the answer. Allow students time to do the activity.
- Check answers by asking individuals to read out the completed sentences.

21ST CENTURY SKILLS

Information literacy

Students learn how to identify key information in a text.

6 Lesson 4
Science
1 Look at the photos. Can you count the ingredients?
2 Read and listen. 2.09
Measuring Ingredients
How much milk is there? How much flour do we need?
When we cook, we can measure the ingredients. We measure ingredients like flour and sugar in grams (g) and kilograms (kg). We measure how heavy they are.
We measure liquids – like milk or water – in milliliters and liters.
scales
ingredients
grams
liters
liquid
measuring cup
There are one thousand (1,000) grams in one kilogram. Scales use markers to show how heavy something is. Can you see how much sugar is on the scale?
There are one thousand (1,000) milliliters in one liter. Look at the markers on the measuring cup. Can you see how much water is in the measuring cup?
3 Read and complete the sentences with the key words from the text.
1 Flour, sugar, and milk are examples of ingredients.
2 We measure ingredients like sugar in grams and kilograms.
3 Milk and water are examples of liquids.
4 There are 1,000 milliliters in one liter.
5 To measure how heavy something is, we use scales.
4 Do the Weights and Measures worksheet.
66

4 Do the Weights and Measures worksheet.

- Hand out copies of the CLIL Worksheet for Unit 6. Make sure students have pens/pencils.
- For Activity 1, tell students to read the speech bubbles and draw the markings on the diagrams – marking the level for the liquids, and drawing the ingredients and the marker arrow on the dial of the scales for the solid ingredients.
- For Activity 2, students look at the measuring cups and scales in the pictures. Talk them through the example, getting them to point at elements of the measuring cup. Tell students to look at how many lines there are between the numbers and what they correspond to.
- Students can work in pairs to do the rest of the activity.

ANSWERS

2 250g 3 250ml 4 90ml
5 600g

21ST CENTURY SKILLS

Math

Students learn about weights and measures.

Extension activity

Bring in equipment and ingredients for making a cake. Tell students they are going to measure out some of the ingredients for making a cake. Write the measures on the board for making a cake, e.g. *175ml milk*, *175g butter*, *175g sugar*, *3 eggs*, etc. Invite pairs to the front to measure out the ingredients using the scale or the measuring cup as needed.

Finisher

- Call out different amounts, and have students mark them on the diagrams, making sure that they use the correct scale each time.

Further practice

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6 Lesson 5
1 Listen. What is Farah making? Check √.
2 Listen again, and match the ingredients to the amounts.
Everyday English!
3 Listen and repeat.
Act it out.
juice orange apple peach pear pineapple
I'm making a smoothie.
First, you put in some milk. Next, you add some bananas. Then, you add some strawberries. Then, you add some honey. Finally, you mix it all up.
4 What's your favorite snack? Make a recipe card and tell your friend.
First, you put some flour in a bowl. Next, you add an egg. Then, you add some milk. Finally, you mix it all up and cook it!
Mmm! I love pancakes!
67

Lesson 5 page 67

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a listening text.

To develop listening for specific information.

To teach an *Everyday English* expression.

To complete a craft project.

Language and structures

Active: *First, you put in some milk. Next, you add some bananas. Then, you add some strawberries. Finally, you mix it all up.*

Review: *juice, orange, apple, peach, pear, pineapple*

Materials

Unit 6 flashcards; Class Audio CD 2; colored pens, card

1 Listen. 2.10 What is Farah making? Check ✓.

- Tell students to look at the pictures and say the words. Explain that students have to listen and then put a check next to which food Farah is making. Play the recording for students to listen and check.

Transcript

Sofia: Hi, Farah. What are you making?
Farah: Oh, hi, Sofia. I'm making a milkshake.
Sofia: Mmm. I love milkshakes. How do you make them?
Farah: OK – well first, you need some ice cream. Three big spoons of ice cream is good.
Sofia: OK. Three spoons of ice cream.
Farah: Next, you need some milk.
Sofia: How much milk?
Farah: Oh … You need … 60 milliliters of milk – that's four spoons.
Sofia: OK. What now? Sugar?
Farah: No, we don't need sugar. The ice cream has a lot of sugar.
Sofia: OK. No sugar. How about some chocolate chips?
Farah: No, this is a vanilla milkshake, not a chocolate milkshake.
Sofia: Got it. What now?
Farah: Then you add some vanilla. Just one small spoon.
Sofia: OK. Vanilla. Anything else?
Farah: No. That's all. Finally, you mix it all up!
Sofia: Oh, Farah, I think you forgot something!
Farah: Ha, ha, ha, ha. Yes. … Remember! You must put the lid on!
Sofia: Oh no! What a mess!
Farah: Please, help me! We must clean the kitchen!
Sofia: OK. I'll help. And then we can make some more milkshakes!

2 Listen again, and match the ingredients to the amounts. 2.10

- Point to the ingredients and ask students what they are (*ice cream, milk, sugar,* and *vanilla*). Then point to the amounts and ask students to say how much they are (*three spoons, four spoons, one spoon,* and *none*).
- Tell students they are going to listen again and draw lines to match the ingredients to the amounts.
- Play the first part of the recording and pause after the ice cream measures are given. Then ask *How much ice cream do we need (3 spoons)?*
- Play the remainder of the recording for students to complete the activity.
- Check answers by calling on individuals to say the ingredient and the amount needed.

3 Listen and repeat. 2.11 Act it out.

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat.
- Encourage students to replace the blue words with the words in the box.

Transcript

I'm making a smoothie.
First, you put in some milk.
Next, you add some bananas.
Then, you add some strawberries.
Then, you add some honey.
Finally, you mix it all up.

4 What's your favorite snack? Make a recipe card and tell your friend.

- Tell students they are going to make a recipe card for their favorite snack. Hand out craft materials. Students make their cards.
- Tell students to work in pairs and talk about their recipe cards.

Further practice
Workbook page 42

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Lesson 6 page 68

Objectives

To review the linguistic content of the unit through a reading text.

To develop reading for specific information.

To think about the importance of making healthy choices.

To write a description of a place.

Language and structures

Active: *sugar, flour, nuts, oil, vanilla, honey, eggs, chocolate chips, bowl, plate, spoon, cup; There is some … There isn't any … There are some … There aren't any … First, put the … Then add … Mix it all up. Finally, bake it.*

Review: *kitchen, crowded, cake, biggest, cookie*

Materials

Unit 6 flashcards; Class Audio CD 2

Warmer

- Play *Hit the card* with the vocabulary from Unit 6. See Ideas bank (Teacher's Book page 160) for instructions.

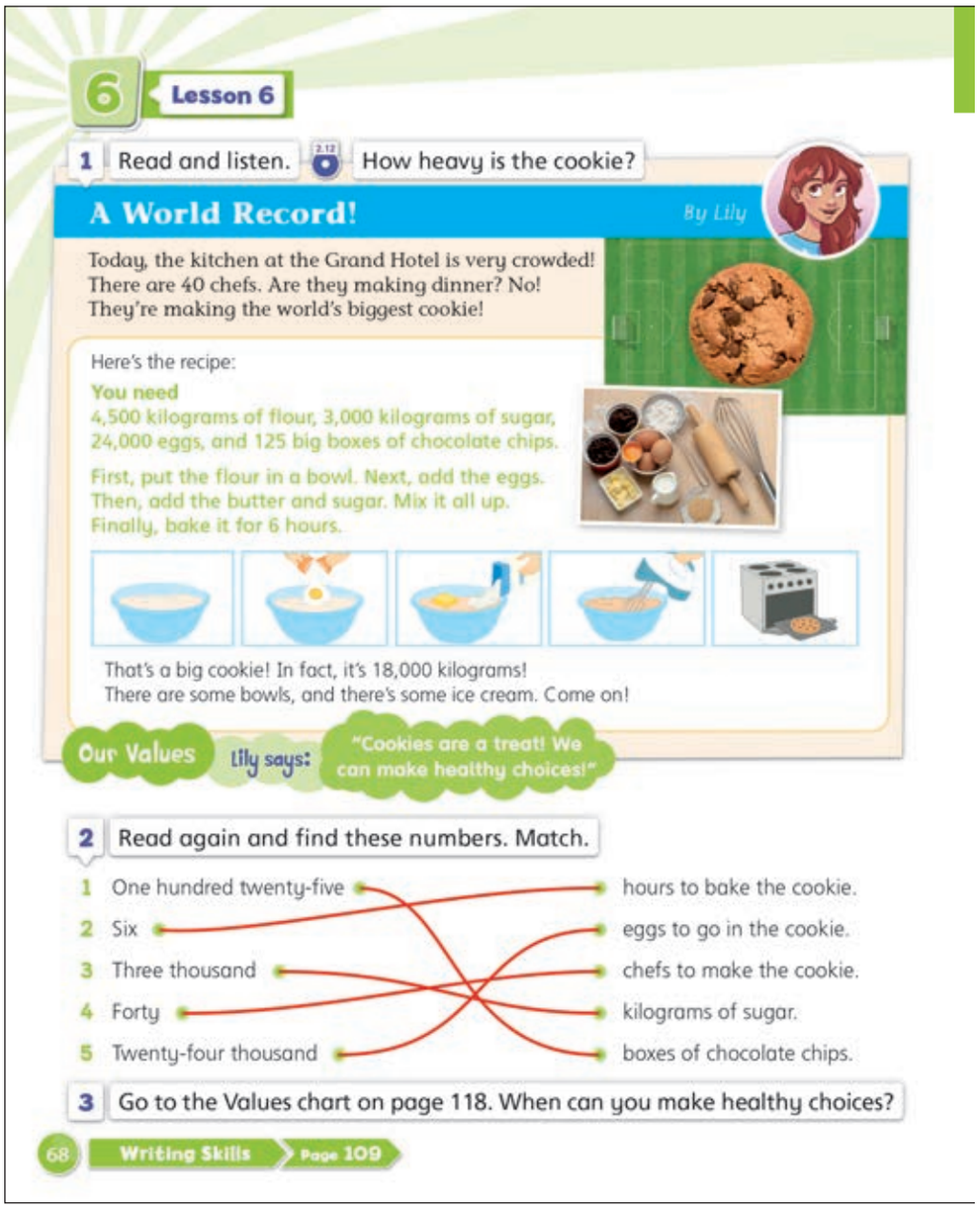
1 Read and listen. How heavy is the cookie?

- Point to the pictures and ask students what they can see (*ingredients, a cookie, kitchen things, a bowl, an oven*) and what they think the text is about.
- Read the question aloud. Play the recording for students to listen and follow the text in their books. Encourage students to follow the lines of the text with their fingers as they read and listen. Ask students *How heavy is the cookie?*

ANSWER
18,000 kilograms

2 Read again and find these numbers. Match.

- Tell students to read the text again, find the numbers, then match them to the measures and ingredients. Say *one hundred and twenty-five* and tell students to find the number in the text and say what ingredient it is (*boxes of chocolate chips*). Hold up your book and draw a line matching *one hundred twenty-five* to *boxes of chocolate chips*.
- Allow students time to do the activity.
- Check answers by asking students to read out the numbers and the matching ingredients.


6 Lesson 6
1 Read and listen. 2.12 How heavy is the cookie?
A World Record!
By Lily
Today, the kitchen at the Grand Hotel is very crowded! There are 40 chefs. Are they making dinner? No! They're making the world's biggest cookie!
Here's the recipe:
You need
4,500 kilograms of flour, 3,000 kilograms of sugar, 24,000 eggs, and 125 big boxes of chocolate chips.
First, put the flour in a bowl. Next, add the eggs. Then, add the butter and sugar. Mix it all up. Finally, bake it for 6 hours.
That's a big cookie! In fact, it's 18,000 kilograms! There are some bowls, and there's some ice cream. Come on!
Our Values
Lily says: "Cookies are a treat! We can make healthy choices!"
2 Read again and find these numbers. Match.
1 One hundred twenty-five
2 Six
3 Three thousand
4 Forty
5 Twenty-four thousand
hours to bake the cookie.
eggs to go in the cookie.
chefs to make the cookie.
kilograms of sugar.
boxes of chocolate chips.
3 Go to the Values chart on page 118. When can you make healthy choices?
68 Writing Skills Page 109

Extension activity

Divide the class into two teams. Say true/false statements about the text to teams in turn, e.g. *There are 30 chefs in the kitchen. They are making dinner. The cookie weighs 18,000 kilograms.* Award one point for each correct answer.

3 Go to the Values chart on page 118. When can you make healthy choices?

- Tell students to turn to page 118 of their Student Books. Read aloud the value for Unit 6. Ask students why it is important to make healthy choices (*Because eating healthy food keeps us fit and makes us feel better.*).
- Ask students for examples of healthy choices they could make (*exercising regularly, eating enough fruit and vegetables, having sweet treats once or twice a week*).
- Ask students how they can make healthy choices (*keep an exercise and food diary, make goals*). Ask students to work in pairs and think of things they can do to help them make healthy choices.
- Students write notes. Then they color the correct number of stars to show how many healthy choices they made.

21ST CENTURY SKILLS

Leadership and responsibility
Students think about making healthy choices in their lives.

Finisher

Divide the class into two teams. Ask each team in turn to say what ingredients they need to make a certain food, e.g. a cookie, a cake, a pizza. Give teams time to think and write down their ideas. A member from each team then comes to the board and writes the recipe on the board with the help of their team members. Award points for grammatically correct sentences and spelling.

Further practice

Extra practice Student Book page 109
Workbook page 43

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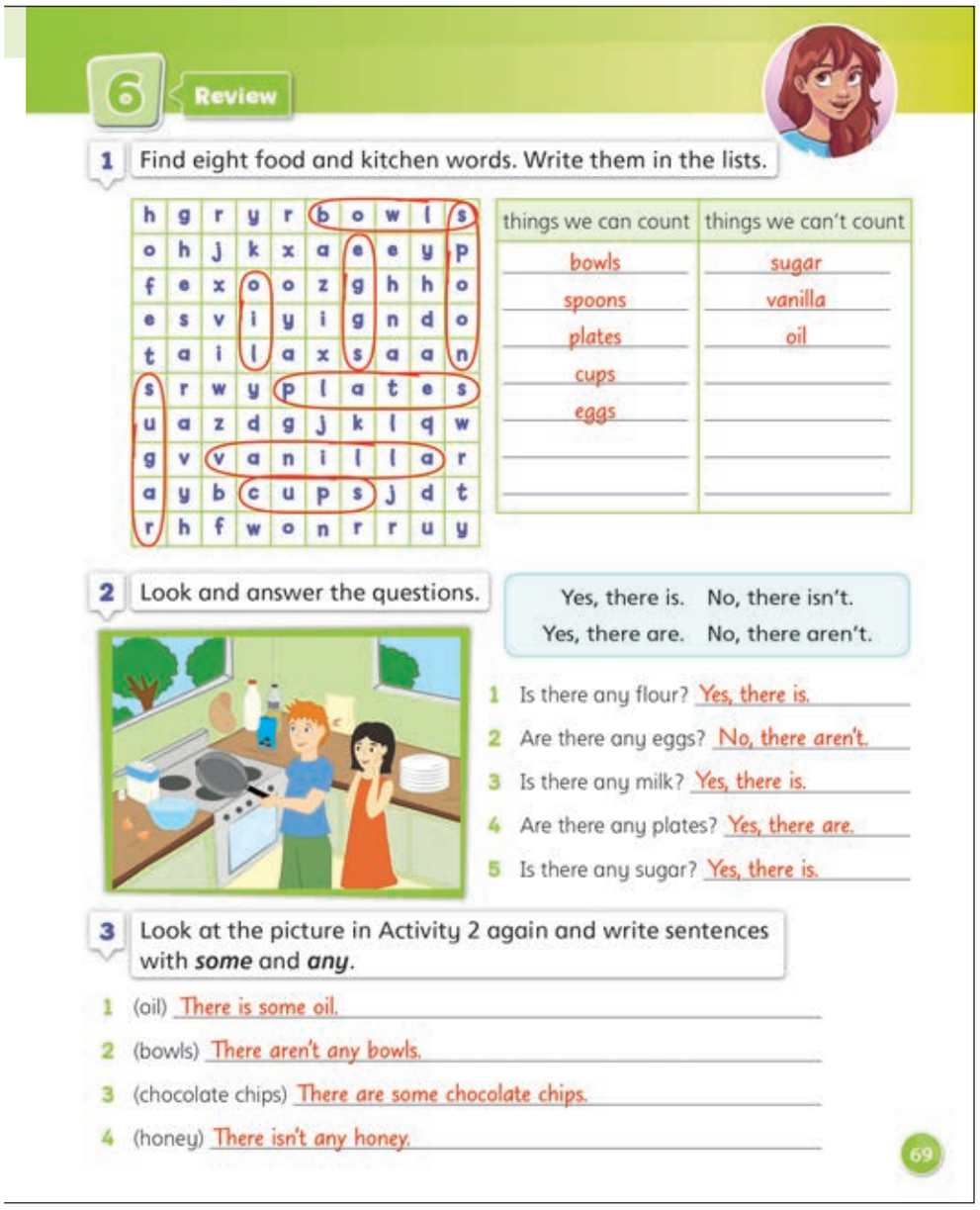

6 Review

1 Find eight food and kitchen words. Write them in the lists.

h	g	r	y	r	b	o	w	l	s
o	h	j	k	x	a	e	e	y	p
f	e	x	o	o	z	g	h	h	o
e	s	v	i	y	i	g	n	d	o
t	a	i	l	a	x	s	a	a	n
s	r	w	y	p	l	a	t	e	s
u	a	z	d	g	j	k	l	q	w
g	v	v	a	n	i	l	l	a	r
a	y	b	c	u	p	s	j	d	t
r	h	f	w	o	n	r	r	u	y

things we can count	things we can't count
bowls	sugar
spoons	vanilla
plates	oil
cups	
eggs	

2 Look and answer the questions.

Yes, there is. No, there isn't.
Yes, there are. No, there aren't.

1 Is there any flour? Yes, there is.
2 Are there any eggs? No, there aren't.
3 Is there any milk? Yes, there is.
4 Are there any plates? Yes, there are.
5 Is there any sugar? Yes, there is.

3 Look at the picture in Activity 2 again and write sentences with *some* and *any*.

1 (oil) There is some oil.
2 (bowls) There aren't any bowls.
3 (chocolate chips) There are some chocolate chips.
4 (honey) There isn't any honey.

69

Review page 69

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: *sugar, flour, nuts, oil, vanilla, honey, eggs, chocolate chips, bowl, plate, spoon, cup; There is / There are*

Materials

Unit 6 flashcards

Warmer

- Play *Sharkman (Hangman)* with the vocabulary from Unit 6. See Ideas bank (Teacher's Book page 161) for instructions.

1 Find eight food and kitchen words. Write them in the lists.

- Tell students there are eight food and kitchen words in the word puzzle. They need to find and circle them. Then write them in the correct list. To check understanding, ask students to call out a word in the word square and then ask which list it goes in.
- Allow students to do the activity and then ask students to check answers in pairs before checking as a class.

TEACHING TIP

Confident students can complete the puzzle and then check answers in pairs. Less confident students can work in small groups.

2 Look and answer the questions.

- Tell students to look at the picture and tell you what they can see (*A boy and a girl are making something. There is a bowl, milk, flour, plates, oil, chocolate chips.*).
- Tell students they have to look at the picture and answer the questions using the answers in the box. Read the first question and ask students to call out the answer.
- Make sure students understand that one of the options will be used twice.
- Check answers by reading the questions and asking individual students to respond with the answer.

3 Look at the picture in Activity 2 again and write sentences with *some* and *any*.

- Point to the picture and explain that students are going to write sentences with *some* or *any*. Read number 1 (*oil*) and ask students *Is there any oil* (*Yes.*)*?* Elicit the answer *There is some oil*.
- Allow students time to do the activity.
- Check answers by asking students to read out their sentences.

TEACHING TIP

Do the activity with a group of less confident students. Write prompts on the board, e.g. *There is … oil* and ask students for the answer. More confident students can do the activity individually, then check answers in pairs.

Fast finishers

Fast finishers can choose three ingredients from the vocabulary for Unit 6 and write three sentences using *some/any*. They can then compare their sentences in pairs.

21ST CENTURY SKILLS

Literacy

Students practice using countable and uncountable nouns.

Extension activity

Play a game with the flashcards for the unit. Draw two columns on the board with the titles *Things we can count* and *Things we can't count*. Divide the class into two teams. Place the flashcards in a box. Team members from each team alternate coming to the front, picking up a flashcard, and writing the word in the correct column. Award one point for each correctly spelled word.

Finisher

- Ask students to sit in a circle. Pass the flashcards around the circle. Play the *Let's bake!* song from Unit 6 Lesson 3 (page 65) 2.08 and encourage students to join in. Then pause the song and ask each student holding a flashcard to make up a sentence with the word and either *There is* or *There isn't*.

Further practice

Unit 6 Test
Units 5 and 6 Speaking Test
Workbook pages 44 and 45

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Culture 3
A National Dish pages 70–71

Classroom Presentation Tool

Objectives

To learn about national dishes.

To present and practice five new items of vocabulary.

To review the linguistic content from Units 5 and 6.

Language and structures

Active: *national dish, popular, tasty, curry, dessert*

Review: *flour, butter, sugar, oil, apples, beef, potatoes, carrots, onions, fish*

Materials

Class Audio CD 2; paper

Warmer

- Play *Bingo!* with the Unit 5 and 6 vocabulary. See Ideas bank (Teacher's Book page 160) for instructions.

1 Look at the photos. Say the food words you know.

- Tell students to look at the photos and say what food they can see (*fish, chips, potatoes, carrots, beef, pie*).
- Ask students if they know what the dishes are.

2 Listen and read. 2.13

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they listen.

Transcript

Many countries have a national dish – it's not official, like the flag, or the capital city, but it's popular, and people love it. It's a tasty dish that children know, families eat together, and it makes people feel at home!

Traditionally, the national dish of the UK is fish and chips (fries), but nowadays, curry is popular, too.

The national dish of the USA is a dessert – it's apple pie.

The national dish of Ireland is Irish stew.

Would you like to try them? One of the best ways to get to know another country is to try new foods!

Culture 3
A National Dish
1 Look at the photos. Say the food words you know.
2 Listen and read. 2.13
3 Read and unscramble the words. Match the recipes to dishes in the text.
4 What is your country's national dish? Write a recipe.
Tastes like home ...
Many countries have a national dish – it's not official, like the flag, or the capital city, but it's popular, and people love it. It's a tasty dish that children know, families eat together, and it makes people feel at home!
Traditionally, the national dish of the UK is fish and chips (fries), but nowadays, curry is popular, too.
The national dish of the USA is a dessert – it's apple pie.
The national dish of Ireland is Irish stew.
Would you like to try them? One of the best ways to get to know another country is to try new foods!
70

Culture note

The hamburger is the national dish of the USA. It was first created in the USA in the 1880s in Texas. A pot roast is another common American dish. It consists of roast meat which is cooked slowly. It is served with potatoes and vegetables. The USA is a huge country with many different cultural influences from the different immigrant communities that settled there over the centuries. There are popular dishes that come from Central America, South America, Asia, and Europe.

Extension activity

Ask students to work in pairs and make a list of traditional foods from their country. They can share their ideas with the class.

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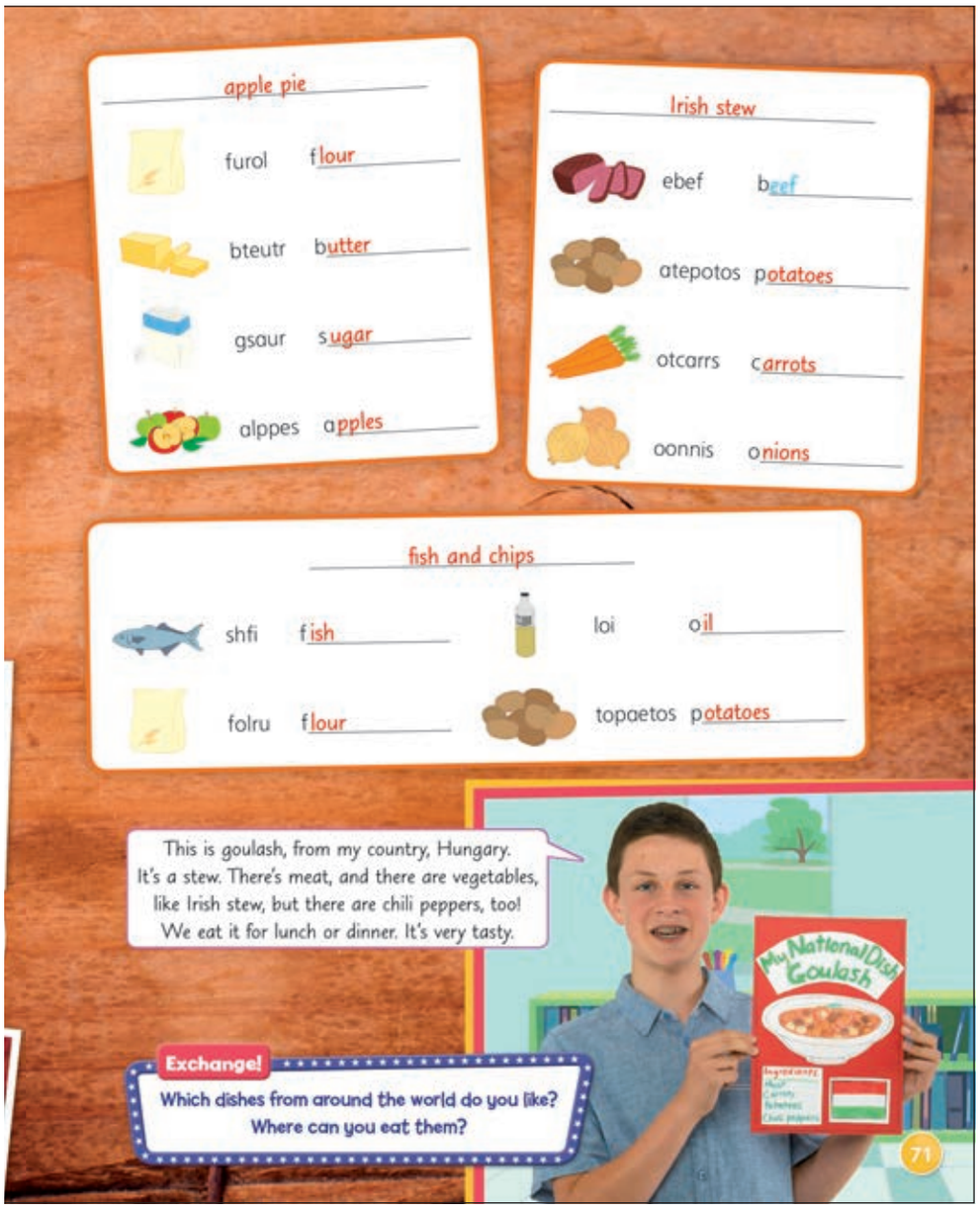
apple pie
furol flour
bteutr butter
gsaur sugar
alppes apples
Irish stew
ebef beef
atepotos potatoes
otcarrs carrots
oonnis onions
fish and chips
shfi fish
loi oil
folru flour
topaetos potatoes
This is goulash, from my country, Hungary. It's a stew. There's meat, and there are vegetables, like Irish stew, but there are chili peppers, too! We eat it for lunch or dinner. It's very tasty.
My National Dish Goulash
Exchange!
Which dishes from around the world do you like? Where can you eat them?
71

3 Read and unscramble the words. Match the recipes to dishes in the text.

- Tell students to look at the anagrams and explain they need to look at the picture clues and order the letters to make the ingredients words. Point to the example and read it out. Then point to the next picture (of potatoes) and ask students what they can see (*potatoes*). Ask students to spell the word as you write it on the board.
- Allow students time to do the activity. Then check answers by holding up your book, pointing to a picture, and asking individual students to say the word. You could invite confident students to the board to write the words.
- Then tell students to match the recipes to the dishes in the text. Read out the first recipe and ask students which dish it is for (*apple pie*).
- Tell students to match the remaining recipes.

Fast finishers

Ask fast finishers to play a game in pairs. They take turns to think of an ingredient and give their partner clues about the ingredient for them to guess. For example, *It's in cakes, it begins with f (flour)*. They can give up to three clues.

4 What is your country's national dish? Write a recipe.

- Tell students they are going to write a recipe for their country's national dish. They can use the internet or reference books to help them.
- Point to the example recipe and read out the text.
- Monitor as students create their recipes and ask questions, e.g. *Where is the dish from? What ingredients are in it? When do you eat it?*
- Invite students to present their recipes to the class.

Exchange!

- With a less confident class discuss the questions with the whole class. With a more confident class, students work in pairs. Then discuss the questions with the class.

Further practice
Workbook page 62

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Unit 7 School Days!
Lesson 1 pages 72–73

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.

To review grammar from a previous unit.

Language and structures

Active: *gym, science lab, assembly hall, music room, schoolyard, classroom, cafeteria, hallway*

Review: *present continuous*

Materials

Unit 6 and 7 flashcards; Class Audio CD 2; envelopes

Warmer

- Play *Change places* using the Unit 6 flashcards. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and point. Listen and repeat. 2.14

- Books closed. Hold up and point to the flashcards, and say the phrases for students to repeat.
- Books open. Play the recording for students to listen and point to the correct places around the school in the main picture.
- Then play the recording again for students to listen, point, and repeat.

Transcript

gym science lab assembly hall
music room schoolyard
classroom cafeteria hallway

Extension activity

Stick the flashcards around the room. Divide the class into two teams. Invite two members from each team to the front and to choose an activity to mime in a place while the other team guesses where they are.

2 Listen and number. 2.15

- Hold up your Student Book, point to the vocabulary items and ask students to say the words.
- Play the recording for students to listen and point to the places around the school.
- Point to the number boxes on pages 72 and 73 and say *Listen and number. Write 1, 2, 3, 4, 5, 6, 7, or 8.*
- Play the recording again to check that students have understood (*1 hallway*).

- Play the remainder of the recording, pausing after each item for students to write.
- Check answers by asking *What's number 2 (cafeteria)?*

Transcript

1 hallway **2** cafeteria **3** assembly hall **4** science lab **5** classroom **6** music room **7** schoolyard **8** gym

Extension activity

Stick the flashcards around the room. Divide the class into two teams. Invite members from each team to the front of the class and say *Go to the gym!* Students have to race to touch the gym flashcard. The first to touch the card gets one point.

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3 Write. Which places are in your school? Check ✓.

- Hold up your Student Book, point to the photos, and ask students to say the words.
- Explain that students have to write the words.
- To check understanding, point to number 1 and ask *What's this (classroom)?* Tell students to write the answers in their Student Books.
- To check answers, ask individuals to read aloud their answers.
- Ask students to say and check the places that are in their school.

Extension activity

Divide the class into two teams. Give each team Unit 7 flashcards from Lesson 1. Each team takes turns to put a flashcard in an envelope and hold it up. The other team has to ask questions to guess what the word is, e.g. *Is there food there? Are students having lunch (cafeteria)?* Each team can ask up to three questions.

4 Choose a place. Say and guess.

- Explain to students that they are going to play a guessing game.
- Model the dialogue with confident students.
- Monitor as students act out the dialogue in pairs.

Finisher

- Play *True or False* with the Unit 7 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

EXTRA VOCABULARY

basketball court
building
class
clock
entrance
recess
school bell
steps
windows

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Lesson 2 pages 74–75

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.

To review vocabulary from Lesson 1.

Language and structures

Active: *gym, science lab, assembly hall, music room, schoolyard, classroom, cafeteria, hallway; Jackson James was a student at our school. But he wasn't famous then.*

Review: *student, trophy, mystery, clues, interview, director*

Materials

Unit 7 flashcards; Class Audio CD 2

Warmer

- Play *Fast flashcards* with the Unit 7 flashcards from Lesson 1. See Ideas bank (Teacher's Book page 160) for instructions.

1 Listen and read. 2.16 What's going on at River Town School? Act it out.

- Books open. Ask students to look and say what characters they know and what vocabulary from Lesson 1 they can see.
- Play the recording and encourage students to point to the correct characters and people as they hear them.
- Ask students *What's going on at River Town School (a TV show)?* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame: 1 *Who was a student at River Town School?* (*Jackson James*) 2 *What's missing?* (*the silver trophy*) 3 *Where was the woman in the picture?* (*in the science lab*) 4 *Where was the boy?* (*in the gym and the schoolyard*) 5 *Who is chasing the boy?* (*Charlie*) *Why is Charlie chasing him?* (*He thinks he is a thief.*) 6 *Who needs help?* (*the director*) *What is actually happening?* (*They are making a movie.*)
- Divide the class into groups to act out the story.
- Allow students to practice in groups. Then invite groups to act out the story for the class.

21ST CENTURY SKILLS

Communication
Students read and understand a story about solving a mystery.

7
Lesson 2
A Famous Detective
1 Listen and read. 2.16 What's going on at River Town School? Act it out.
1
Wow! Jackson James! He was a student at our school.
Yes, he wasn't famous then.
???
2
5 minutes later, in the hallway.
Oh no! Where's the silver school trophy?
A mystery! Now this is exciting!
Hey! We have a lot of photos. Maybe we have some clues!
3
The Junior Crew look at their photos ...
He wasn't in the hallway. He was in the cafeteria.
She wasn't there. She was in the science lab.
4
Look! He was in the gym. Then he was in the schoolyard ...
Wait – what's this? It looks like ...
5
Stop! Hey! Stop!
No, Charlie! Wait!
6
Oh! It's a TV show. And YOU'RE Jackson James ...
Help! And I'm the director.
Sorry! Hi! Can we interview you? We're the Junior Crew!
74
How many places around school are in the story? Make a list.

Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They look for places around the school in the story and write a list in their notebooks.

ANSWERS

hallway, cafeteria, gym, schoolyard, science lab

Further practice

Workbook page 46

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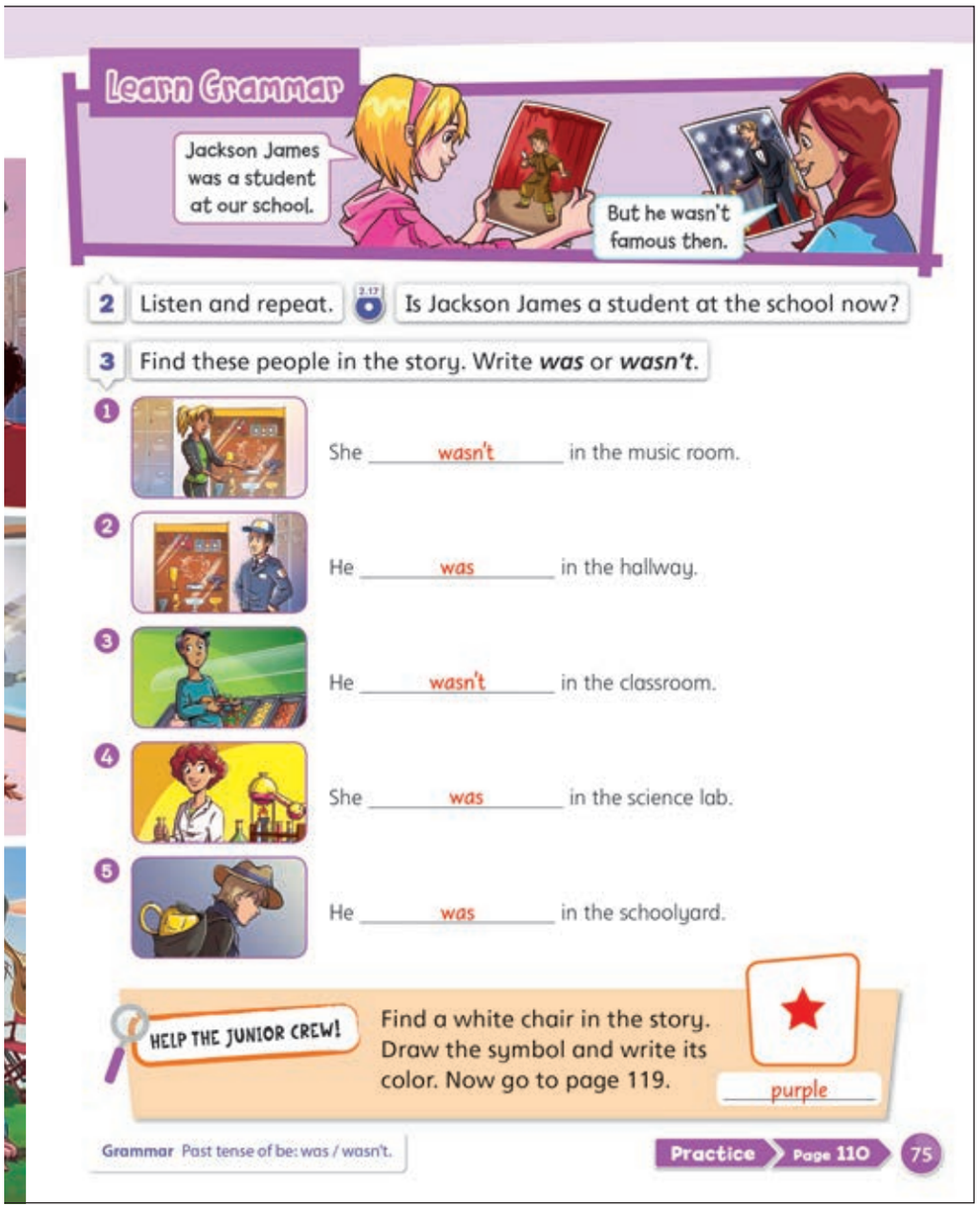
Learn Grammar
Jackson James was a student at our school.
But he wasn't famous then.
2 Listen and repeat. 2.17 Is Jackson James a student at the school now?
3 Find these people in the story. Write was or wasn't.
1 She wasn't in the music room.
2 He was in the hallway.
3 He wasn't in the classroom.
4 She was in the science lab.
5 He was in the schoolyard.
HELP THE JUNIOR CREW!
Find a white chair in the story. Draw the symbol and write its color. Now go to page 119.
purple
Grammar Past tense of be: was / wasn't.
Practice Page 110
75

2 Listen and repeat. 2.17 Is Jackson James a student at the school now?

- Play the recording for students to listen. Then play the recording again for students to repeat the grammar structure.
- Ask students the question *Is Jackson James a student at the school now (No, he isn't.)?* Ask *Was he a student in the past (Yes, he was.)?*

Transcript

Stella: Jackson James was a student at our school.
Lily: But he wasn't famous then.

3 Find these people in the story. Write *was* or *wasn't*.

- Explain that students have to find the people in the story and complete the sentences about where they were.
- Point to the first picture and ask students to find the person in the story. Then ask students to complete the sentence with *was* or *wasn't*.
- Allow students time to do the activity. Check answers by asking individual students to read out the sentences.

Help the Junior Crew!

- Students find a white chair in the story and draw the symbol in the box.
- Tell students to find the word in the *Junior Crew Message* on page 119 of the Student Book. See the *How to …* section of the Teacher's Book on page 33 for instructions. (The word for the *Mystery Message: the.*)

Finisher

- Tell students to take turns closing their Student Books and retelling the story to their partner. Invite pairs to retell the story to the class.

Further practice

Extra Practice Student Book page 110
CD-ROM: Vocabulary and Grammar Worksheet Unit 7 Lesson 2
Workbook page 47

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Lesson 3 pages 76–77

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary.

To review and expand on the grammar structure from Lesson 2.

To sing a song using the language from the unit.

Language and structures

Active: *relaxed, confused, confident, nervous. Were you … ? Yes, I was. / No, I wasn't.*

Review: *student, drama, play, friendly*

Materials

Unit 7 flashcards; Class Audio CD 2

Warmer

- Divide the class into two teams. Invite a student from Team A to the front of the class. Show the student a flashcard from Lesson 1 and tell them to mime an activity they would do in the place for their team to guess. Repeat with Team B.

1 Listen, read, and say. 2.18 What other words for feelings do you know?

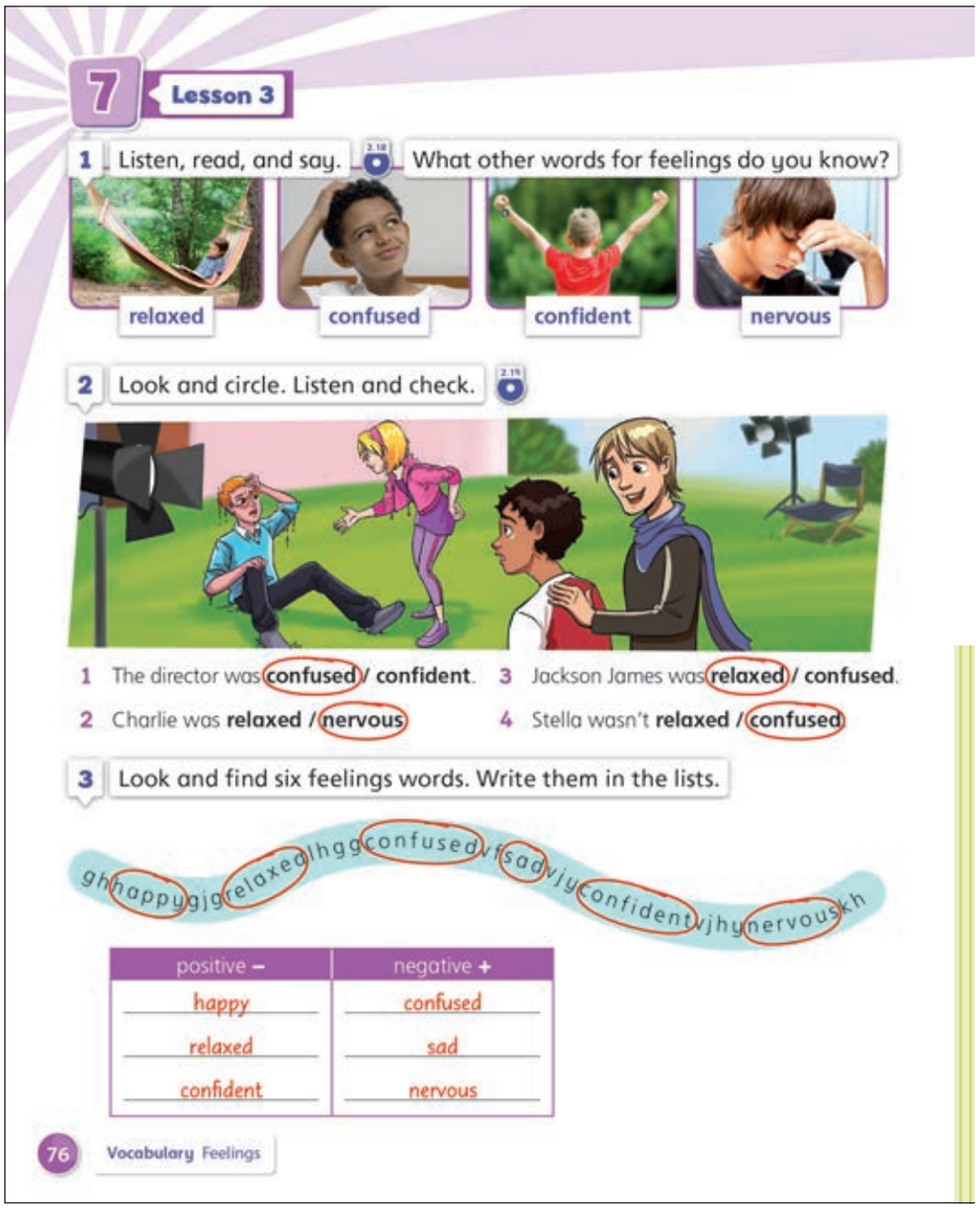
- Books closed. Introduce the new words with the flashcards. Hold up and point to the flashcards. Say the words and ask students to repeat.
- Books open. Play the recording for students to listen and point to the photos in their Student Books. Then play the recording again for students to listen, point, and repeat the words.
- Ask students *What other words for feelings do you know?* Elicit answers and write the words on the board, e.g. *happy sad, friendly,* etc.

Transcript

relaxed confused confident nervous

2 Look and circle. Listen and check. 2.19

- Point to the pictures and ask students who they can see (*the director, Jackson, Charlie, Stella*). Ask *How do they feel?* Elicit *The director is confused, Jackson is relaxed, Charlie is nervous, Stella is confident*.
- Explain that students have to look at the picture, read the sentences, and circle the correct adjectives.
- Allow students time to do the activity. Play the recording to check answers.


7 Lesson 3
1 Listen, read, and say. 2.18 What other words for feelings do you know?
relaxed
confused
confident
nervous
2 Look and circle. Listen and check. 2.19
1 The director was confused / confident.
2 Charlie was relaxed / nervous
3 Jackson James was relaxed / confused.
4 Stella wasn't relaxed / confused
3 Look and find six feelings words. Write them in the lists.
gh happy gj g relaxed lhg g confused v f sad v j y confident v j h y nervous k h
positive – negative +
happy confused
relaxed sad
confident nervous
76 Vocabulary Feelings

Transcript

Director: Wait! Hey! What's going on?
A: He was confused.
Charlie: Oh, er, ... I mean ... Um.
A: He was nervous.
Jackson: Ha, ha! That was a bit of a surprise.
A: He was relaxed.
Stella: Hi! I'm Stella. We're the Junior Crew.
A: She wasn't confused.

3 Look and find six feelings words. Write them in the lists.

- Explain that students have to look and circle six feelings words in the word snake. Then they decide if the words are positive or negative and write them in the table.
- Allow students time to do the activity.
- Check answers by asking individuals to call out words as you write them on the board.

TEACHING TIP

For less confident students, hold up your book and show students they can run their finger along the letters to check if they spell out a word. Demonstrate with the first word (*happy*). Tell students to do the activity in pairs. Confident students can complete the activity individually before they check answers in pairs.

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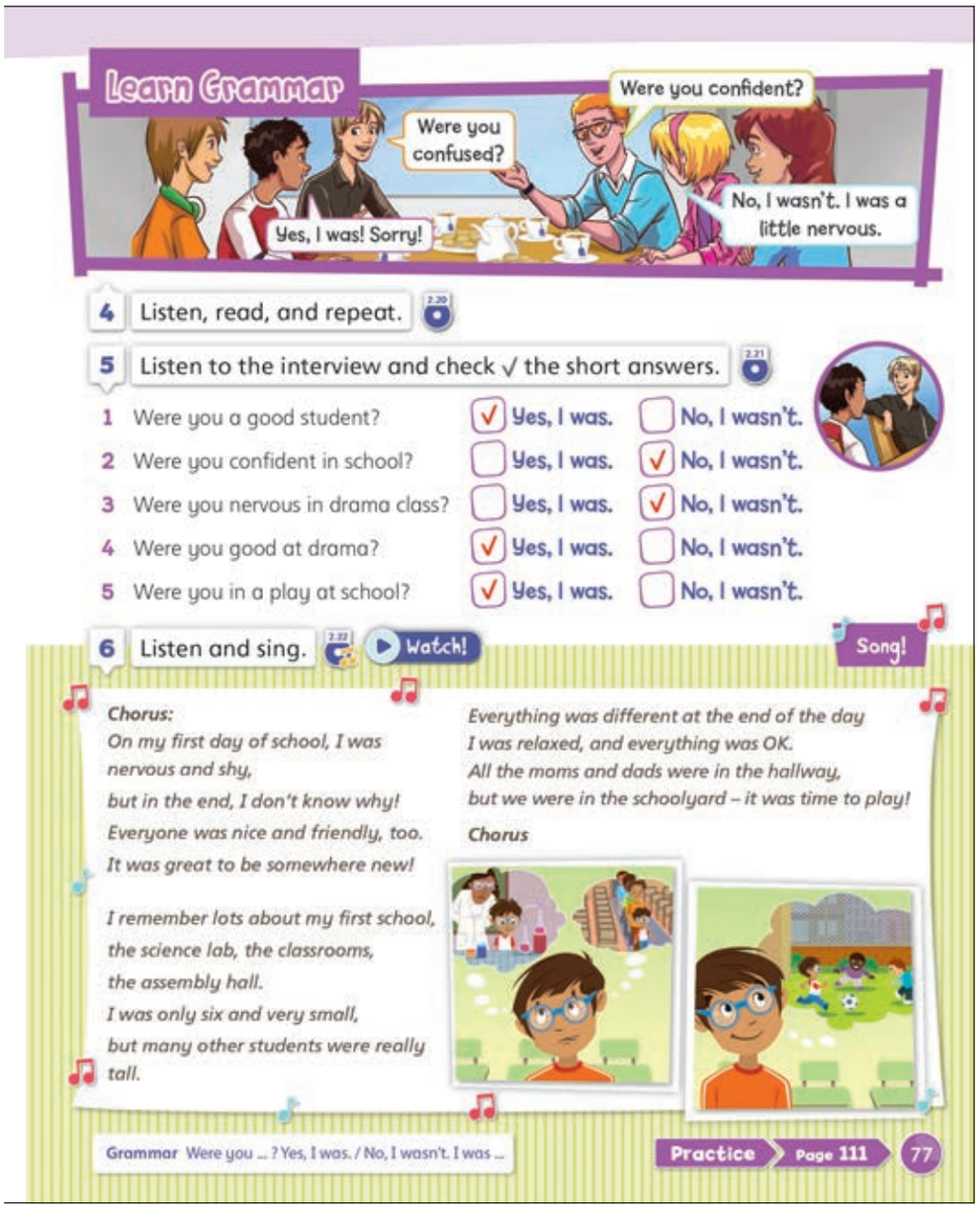
Learn Grammar
Were you confident?
Were you confused?
Yes, I was! Sorry!
No, I wasn't. I was a little nervous.
4 Listen, read, and repeat. 2.20
5 Listen to the interview and check ✓ the short answers. 2.21
1 Were you a good student? ✓ Yes, I was. ☐ No, I wasn't.
2 Were you confident in school? ☐ Yes, I was. ✓ No, I wasn't.
3 Were you nervous in drama class? ☐ Yes, I was. ✓ No, I wasn't.
4 Were you good at drama? ✓ Yes, I was. ☐ No, I wasn't.
5 Were you in a play at school? ✓ Yes, I was. ☐ No, I wasn't.
6 Listen and sing. 2.22 Watch!
Song!
Chorus:
On my first day of school, I was
nervous and shy,
but in the end, I don't know why!
Everyone was nice and friendly, too.
It was great to be somewhere new!
I remember lots about my first school,
the science lab, the classrooms,
the assembly hall.
I was only six and very small,
but many other students were really
tall.
Everything was different at the end of the day
I was relaxed, and everything was OK.
All the moms and dads were in the hallway,
but we were in the schoolyard – it was time to play!
Chorus
Grammar Were you ... ? Yes, I was. / No, I wasn't. I was ...
Practice Page 111
77

4 Listen, read, and repeat. 2.20

- Play the recording for students to listen. Then play the recording again and encourage students to repeat the grammar structure.

Transcript

Jackson James: Were you confused?
Charlie: Yes, I was! Sorry!
Director: Were you confident?
Stella: No, I wasn't. I was a little nervous.

5 Listen to the interview and check ✓ the short answers. 2.21

- Tell students that they are going to listen to an interview, and they have to read the questions and check the correct answer.
- Play the recording once through. Then play it again, pausing after each answer for students to check the correct answer.

Transcript

Charlie: So … You were a student at River Town School. Were you a good student?
Jackson: Um … I think so. I wasn't the smartest student, but I was polite, and I wasn't noisy in class.
Charlie: Were you confident in school?
Jackson: Not really. I was quiet and shy. I was sometimes nervous.
Charlie: Really? Were you nervous in Drama class?
Jackson: Oh, well … Drama was different. It was my favorite class. I was confident and relaxed.
Charlie: Were you good at drama?
Jackson: I think so! My grades were good.
Charlie: Were you in a play at school?
Jackson: I was in the school show! My first character was the famous detective, Sherlock Holmes.
Charlie: Oh – I love Sherlock Holmes. And now you're on TV.
Jackson Ha, ha, yes. I play a different detective … but I'm very famous, you know …

6 Listen and sing. 2.22

- Tell students to look at the picture and ask what they can see (*a science lab, a schoolyard, a classroom, an assembly hall, a boy thinking about school*).
- Play the song for students to listen and read the lyrics.
- Create actions for the song with the class. For example, mime using the ingredients to make a cake.
- Play the song again for students to sing and mime actions.

Further practice

Extra Practice Student Book page 111
CD-ROM: Vocabulary and Grammar Worksheet Unit 7 Lesson 3
Workbook page 48

Notes

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Lesson 4 page 78

Classroom Presentation Tool

Objectives

To present a CLIL concept (Literature).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *detective, character, author, impatient, grumpy*

Review: *science, music, puzzles, hat, coat*

Materials

CLIL Worksheet Unit 7 Lesson 4 (Literature) cut out before the lesson so students only see information on their cards; Unit 7 flashcards; Class Audio CD 2; paper, pens

Warmer

- Play the *My first day of school* song from Unit 7 Lesson 3 (page 77) 2.22 again and encourage students to sing along.

1 Look at the pictures. What characters from literature do you know?

- Point to the pictures and ask students to say what they can see (*a detective looking at clues, a photo of a man, a man playing a violin*).
- Ask students the question. Encourage them to share their ideas.

2 Read and listen. 2.23

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to point to the pictures as they hear them.
- Ask students who their favorite characters are and why they like them.

3 Read and find the information. Complete the character profile.

- Explain that students have to find the information in the text about the character. Say *Name* and ask students to look in the text to find the name (*Sherlock Holmes*).
- Allow students time to do the activity.
- Check answers by reading out the different parts of the profile and asking individuals to give you the information.

4 Do the Mystery Story worksheet.

- Cut out the worksheets before the lesson so that students only see the information on their cards.
- Read the scenario to the students – tell them it is school prize-giving day and the principal wants to award the school trophy, but he/she can't find it! They need to take turns to share clues and information to find out who has it, and where in the school they are, to get the trophy ready for the prize-giving ceremony!
- Students work in groups of six. Hand out a role card to each student. They are all detectives with different information. They have to share their information in turn to figure out who has the school trophy and where they are.
- Starting with role card 1 (Detective A), they take turns to read one piece of information aloud at a time. The student with role card 1 (Detective A) reads out their first clue, then the student with role card 2 (Detective B) reads out their first clue, etc.
- All of the students in the group listen to the clue. As they listen, they try to match the people to the places on their card.
- Once all students have given the first piece of information, they take turns reading aloud the second piece of information. This helps them to rule out some of the people and places.
- When all students have read all the clues in turn, they should have the solution.
- Walk around the class and help students with the activity.

ANSWER

The trophy was with the school secretary in the cafeteria.

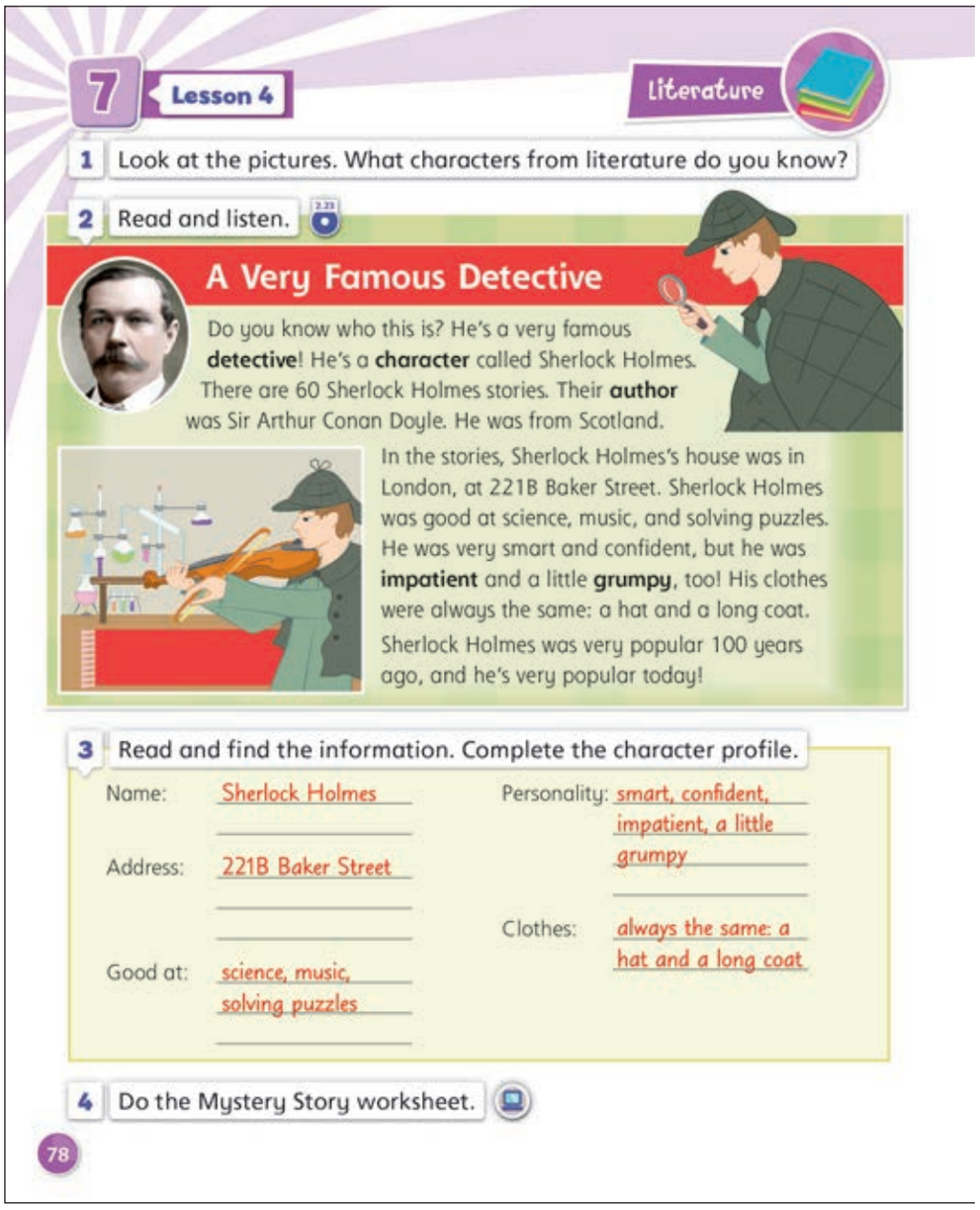
21ST CENTURY SKILLS

Problem-solving and critical-thinking
Students learn how to work out the solution to a puzzle using logical reasoning and problem-solving skills.

Finisher

- Write this sentence on the board: *Quick! Call the _____! He's/She's in the _____. We need the school trophy!* The first group to solve it using the answer from the CLIL Worksheet should put up their hands, and when all the groups are finished, they can say the answer.

Further practice
Workbook page 49


7
Lesson 4
Literature
1 Look at the pictures. What characters from literature do you know?
2 Read and listen.
A Very Famous Detective
Do you know who this is? He's a very famous detective! He's a character called Sherlock Holmes. There are 60 Sherlock Holmes stories. Their author was Sir Arthur Conan Doyle. He was from Scotland.
In the stories, Sherlock Holmes's house was in London, at 221B Baker Street. Sherlock Holmes was good at science, music, and solving puzzles. He was very smart and confident, but he was impatient and a little grumpy, too! His clothes were always the same: a hat and a long coat.
Sherlock Holmes was very popular 100 years ago, and he's very popular today!
3 Read and find the information. Complete the character profile.
Name: Sherlock Holmes
Address: 221B Baker Street
Good at: science, music, solving puzzles
Personality: smart, confident, impatient, a little grumpy
Clothes: always the same: a hat and a long coat
4 Do the Mystery Story worksheet.
78

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7 Lesson 5
1 Listen. 2.24 Which photo are they looking at? Check √.
1
2
3
2 Listen again and choose the best answer. 2.24
1 Dad's favorite subject was ... . a math b music c science
2 Dad's favorite food was ... . a pizza b cookies c apple pie
3 Dad's favorite TV show was ... . a the news b a cartoon c a detective series
Everyday English!
3 Listen and repeat. 2.25
Act it out.
toy subject five eight
movie book ten
What was your favorite food when you were seven?
4 Make a Then and Now poster. Are you the same or different?
When I was five, my favorite food was ice cream. Now my favorite food is pizza.
79

Lesson 5 page 79

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a listening text.

To develop listening for specific information.

To teach an *Everyday English* expression.

To complete a craft project.

Language and structures

Active: *What was your favorite food when you were seven?*

Review: *math, music, science, a detective, the news, pizza, cookies*

Materials

Unit 7 flashcards; Class Audio CD 2; colored pens, paper

Warmer

- Play *Musical flashcards* with the Unit 7 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

1 Listen. 2.24 Which photo are they looking at? Check ✓.

- Tell students to look at the pictures and say what they can see. Explain that students have to listen and then put a check next to the picture which is being described. Play the recording for students to listen and check their answers.

Transcript

Boy: Dad! Who's this in this photo?
Dad: That's me! I was eight years old.
Boy: Really? And who's this girl?
Dad: That's my sister Amanda. Your aunt Amanda. She was twelve.
Boy: What were you like when you were a boy, Dad?
Dad: Hmm … Let me think … I was shy, but I was smart. I was a good student.
Boy: What was your favorite subject at school? Was it science? I like science.
Dad: No, it wasn't science. And it wasn't math. My favorite subject was music!
Boy: Music? Hmm. And what was your favorite food? Let me guess! Er … Cookies? Apple pie?
Dad: No! My favorite food was pizza. It's still my favorite food now!
Boy: And what was your favorite TV show? Was it the news, like now?
Dad: No, it wasn't the news. And it wasn't cartoons. It was a detective series called *Sherlock Holmes*.
Boy: Cool! I like the modern series. It's called *Sherlock*.
Dad: Hmm. Yes. *Sherlock* is OK, but *Sherlock Holmes* was better! It was my favorite book, too.

2 Listen again and choose the best answer. 2.24

- Explain that students have to listen to the recording again and circle the correct answers. Play the recording, pause after the answer to number 1 and ask *What was Dad's favorite subject (music)?*

3 Listen and repeat. 2.25 Act it out.

- Play the recording for students to listen.
- Then play it again, pausing after each line for students to repeat. Model the dialogue a few times with confident students.
- Move around the class as students act out the dialogue in pairs. Encourage them to replace the blue words with the words in the box.

Transcript

What was your favorite food when you were seven?

4 Make a *Then and Now* poster. Are you the same or different?

- Explain the activity and give out craft materials. Tell students to draw some of their favorite things from the past on the *Then* section of their poster, e.g. food. They can then draw their new favorite things in the *Now* section of the poster to see if anything has changed. Model the dialogue with a confident student and then tell students to talk about their posters in pairs.

Finisher

- Play *Tic-tac-toe* with the Unit 7 flashcards. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice
Workbook page 50

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Lesson 6 page 80

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a reading text.

To develop reading for specific information.

To think about the importance of being friendly and include others when you meet new people.

To write a personal account.

Language and structures

Active: *gym, science lab, assembly hall, music room, schoolyard, classroom, cafeteria, hallway, relaxed, confused, confident, nervous; Jackson James was a student at our school. But he wasn't famous then. Were you … ? Yes, I was. / No, I wasn't. What was your favorite food when you were seven?*

Review: *first, good at, actor, nice*

Materials

Unit 7 flashcards; Class Audio CD 2

Warmer

- Play *Sharkman (Hangman)* with the vocabulary from Unit 7. See Ideas bank (Teacher's Book page 161) for instructions.

1 Read and listen. 2.26 How was Jackson's first day at school?

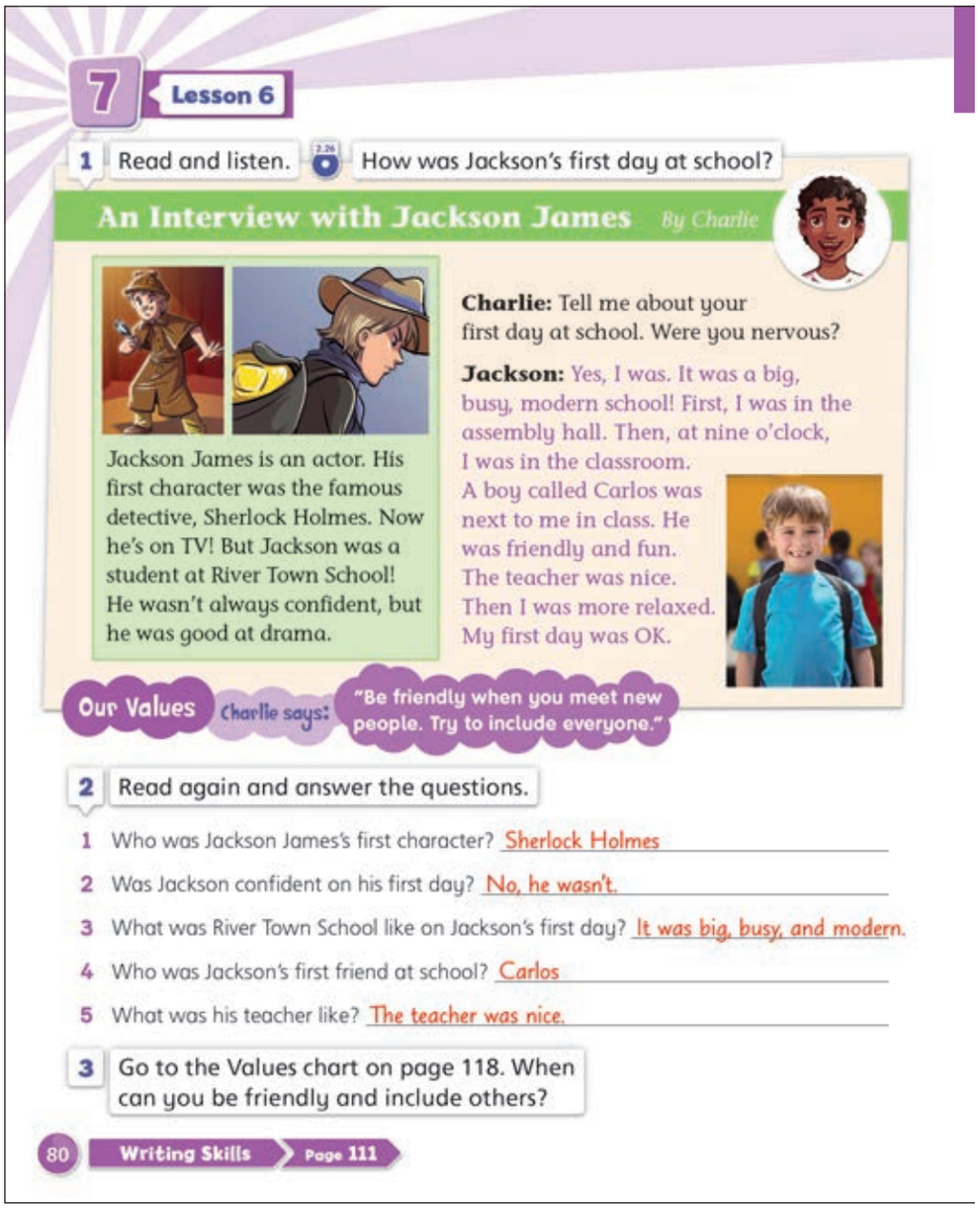
- Point to the photo and ask students what they can see (*a boy at school*) and what they think the text is about.
- Read the question aloud. Play the recording for students to listen and follow the text in their books. Encourage students to follow the lines of the text with their fingers as they read and listen. Ask *How was Jackson's first day at school?*

ANSWER

It was OK.

2 Read again and answer the questions.

- Read the first question. Tell students to read the text to find the answer. Ask students to read aloud the sentence that gives the answer (*His first character was the famous detective, Sherlock Holmes.*).
- Allow students time to do the activity.
- Check answers by asking students to read out their answers.



7 Lesson 6

1 Read and listen. 2.26 How was Jackson's first day at school?

An Interview with Jackson James *By Charlie*

Jackson James is an actor. His first character was the famous detective, Sherlock Holmes. Now he's on TV! But Jackson was a student at River Town School! He wasn't always confident, but he was good at drama.

Charlie: Tell me about your first day at school. Were you nervous?

Jackson: Yes, I was. It was a big, busy, modern school! First, I was in the assembly hall. Then, at nine o'clock, I was in the classroom. A boy called Carlos was next to me in class. He was friendly and fun. The teacher was nice. Then I was more relaxed. My first day was OK.

Our Values Charlie says: "Be friendly when you meet new people. Try to include everyone."

2 Read again and answer the questions.

1 Who was Jackson James's first character? Sherlock Holmes

2 Was Jackson confident on his first day? No, he wasn't.

3 What was River Town School like on Jackson's first day? It was big, busy, and modern.

4 Who was Jackson's first friend at school? Carlos

5 What was his teacher like? The teacher was nice.

3 Go to the Values chart on page 118. When can you be friendly and include others?

80 Writing Skills Page 111

3 Go to the Values chart on page 118. When can you be friendly and include others?

- Tell students to turn to page 118 of their Student Books. Read aloud the value for Unit 7. Ask students why it is important to be friendly and include others (*Because when we are unfriendly to new people it makes them feel sad, it is nicer to be friendly to others and include everyone.*).
- Ask students for examples of being friendly and including others (*being friendly to a new student, including a new student in games, talking to new members of a club*).
- Ask students how they can be friendly to new people and include others (*become a new student's buddy, show them around school, introduce them to your friends, include them in games*). Ask students to work in pairs and think of things they can do to be friendly and include others.
- Students then write notes. Then they color the correct number of stars to show how friendly they have been.

21ST CENTURY SKILLS

Social skills

Students learn the benefits of being kind to others.

Finisher

Play a game of *Word tennis*. Divide students into two teams. Seat the team opposite each other in two rows. A member from Team A says a personality adjective and the student sitting opposite them then has to say another personality adjective. Continue back and forth until the last student has said an adjective. If a student can't think of an adjective, they say *Pass*.

Further practice

Extra Practice Student Book page 111

Workbook page 51

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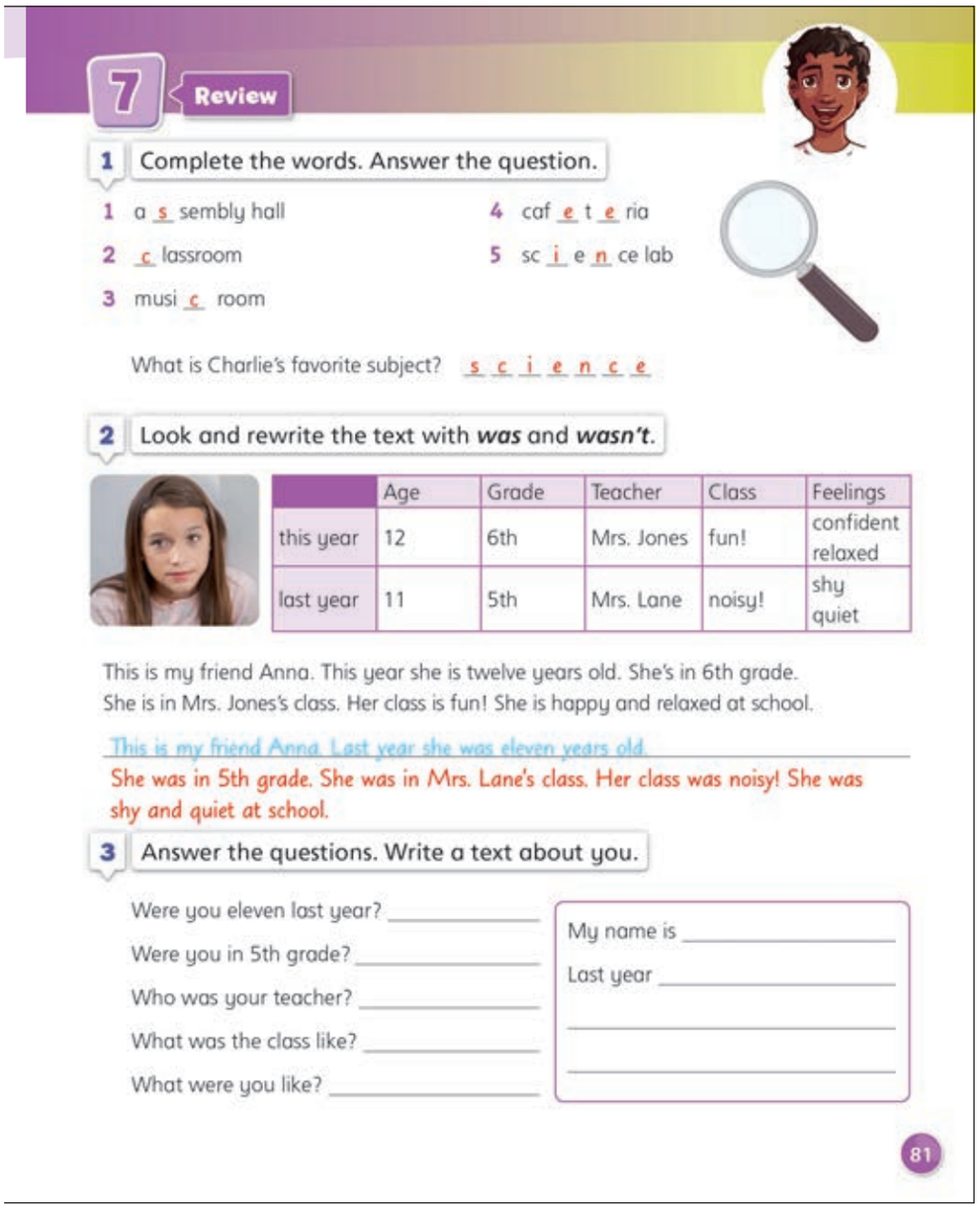

7 Review

1 Complete the words. Answer the question.

1 a s sembly hall
2 c lassroom
3 musi c room
4 caf e t e ria
5 sc i e n ce lab

What is Charlie's favorite subject? s c i e n c e

2 Look and rewrite the text with *was* and *wasn't*.

	Age	Grade	Teacher	Class	Feelings
this year	12	6th	Mrs. Jones	fun!	confident relaxed
last year	11	5th	Mrs. Lane	noisy!	shy quiet

This is my friend Anna. This year she is twelve years old. She's in 6th grade. She is in Mrs. Jones's class. Her class is fun! She is happy and relaxed at school.

This is my friend Anna. Last year she was eleven years old.
She was in 5th grade. She was in Mrs. Lane's class. Her class was noisy! She was shy and quiet at school.

3 Answer the questions. Write a text about you.

Were you eleven last year? _____
Were you in 5th grade? _____
Who was your teacher? _____
What was the class like? _____
What were you like? _____

My name is _____
Last year _____

81

Review page 81

Classroom Presentation Tool

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: *gym, science lab, assembly hall, music room, schoolyard, classroom, cafeteria, hallway, relaxed, confused, confident, nervous; Were you … ? Yes, I was. / No, I wasn't.*

Review: *teacher, class, fun*

Materials

Unit 7 flashcards

Warmer

- Play *Categories* with the Unit 7 vocabulary. See Ideas bank (Teacher's Book page 161 for instructions).

1 Complete the words. Answer the question.

- Tell students to look at the words and complete them with the missing letters.
- Allow students to do the activity and then ask them to check answers in pairs before checking as a class.

TEACHING TIP

Confident students can complete the activity and then check answers in pairs. Put the flashcards on the board to provide extra support to less confident students.

2 Look and rewrite the text with *was* and *wasn't*.

- Explain that students have to use the information in the table to rewrite the text in the past using *was/wasn't*. Read aloud the text and ask some questions to check that students understand.
- Then read the sample answer. Elicit the next sentence by pointing to the information in the table (*Last year she was in 5th grade*).
- Check answers by asking individuals to read a sentence from the text.

TEACHING TIP

Do the activity with less confident students and provide writing prompts on the board. Ask *What grade was Anna in last year (5th grade)?* Write on the board *Last year Anna … in 5th grade.* Elicit the missing answer and tell students to write the sentence in their Student Books. Ask *What class was Anna in last year?* and write *Anna … in … class.* Repeat with the remaining sentences leaving out more information each time until students write the last sentence on their own. Confident students can do the activity individually and then exchange their work with a partner for checking.

3 Answer the questions. Write a text about you.

- Explain that students have to read and answer the questions and then write a short text about themselves. Read out the first question and ask a confident student to answer. Tell students to write the answers to the questions in their Student Books. Then tell students to use their answers to write a text about themselves. Demonstrate with a confident student.
- Walk around and help with spelling.

21ST CENTURY SKILLS

Productivity
Students learn to write a text using the past tense of *be*.

Fast finishers

Fast finishers can exchange their texts with another student and check for grammar and spelling mistakes.

Extension activity

Tell students to draw a friend or family member a year ago and today. Tell them to talk about their friend or family member with their partner and say three things about them today and three things about them in the past.

Finisher

- Play *Which one is missing?* See Ideas bank (Teacher's Book page 160 for instructions).

Further practice
Unit 7 Test

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Unit 8 Around the World!
Lesson 1 pages 82–83

Classroom Presentation Tool

Objectives

To present and practice eight new items of vocabulary.

To review grammar from a previous unit.

Language and structures

Active: *Peru – Peruvian, Morocco – Moroccan, Canada – Canadian, France – French, Poland – Polish, Egypt – Egyptian, China – Chinese, India – Indian*

Review: *There are*

Materials

Unit 8 flashcards; Class Audio CD 2; colored pens

Warmer

- Draw two columns on the board. Write *Positive* at the top of one column and *Negative* at the top of the other. Divide students into two teams. Line up the teams in front of the board. Each member has to write an adjective in either column. If a student can't think of a word, they draw a dash. Give each team a different colored pen. When they finish, add up the words for each team. The team with the most correctly spelled words wins.

1 Listen and point. Listen and repeat. 2.27

- Books closed. Introduce the new words using the flashcards. Hold up and point to the flashcards, and say the phrases for students to repeat.
- Books open. Play the recording for students to listen and point to the Junior Crew member from that country in the main picture. Play the recording again for students to listen, point, and repeat the phrases.

Transcript

Peru – Peruvian, Morocco – Moroccan, Canada – Canadian, France – French, Poland – Polish, Egypt – Egyptian, China – Chinese, India – Indian

TEACHING TIP

You could use a map or globe to present the countries instead of the flashcards.

2 Listen and number. 2.28

- Hold up your Student Book and point to the vocabulary items and ask students to say the words.

- Play the recording for students to listen and point to the Junior Crew members who represent each country/nationality.
- Point to the number boxes on pages 82 to 83 and say *Listen and number. Write 1, 2, 3, 4, 5, 6, 7, or 8.*
- Play the recording again to check that students have understood (*1 Peru – Peruvian*).
- Play the remainder of the recording, pausing after each item for students to write.
- Check answers by asking *What's number 2 (Morocco – Moroccan)?*

Transcript

1 Peru – Peruvian **2** Morocco – Moroccan **3** Canada – Canadian
4 France – French **5** Poland – Polish
6 Egypt – Egyptian **7** China – Chinese
8 India – Indian

Extension activity

Stick three to five flashcards on the board. Invite three students to the front, not too close to the board. Give each student a small soft ball or toy. Say a country and students have to hit the correct card with the soft ball or toy. Repeat the game with different students and different cards.

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3 Write. Which country would you like to visit? Check ✓.

- Hold up your Student Book, point to the photos, and ask students to say which countries the places are in.
- Explain that students have to write the countries.
- To check understanding, point to number 1 and ask *Where is this (India)?* Tell students to write the answers in their Student Books.
- To check answers, ask individuals to read aloud their answers.
- Ask students to work in pairs and say which countries they would like to visit, then share ideas with the class.

21ST CENTURY SKILLS

Social and cross-cultural skills
Students learn about other new countries and nationalities.

Fast finishers

Tell students to work in pairs. Stick the flashcards on the board. Tell students to choose a country to draw (the map or flag). They show it to their partner who has to guess and write the country next to the map.

4 Share your ideas. Which country is the most popular?

- Model the dialogue with confident students.
- Monitor as students act out the dialogue in pairs.
- Finish with a class discussion to find out which country is the most popular.

Finisher

- Students can use the internet or reference books to find out three facts about a country they would like to visit, e.g. the capital city, the language people speak and a famous place or thing in the country. Then they can share the information they found with their partner. Invite pairs to share their facts with the class.

EXTRA VOCABULARY

Africa
Antarctica
Asia
Australia
city
continent
country
Europe
national colors
national flag
North America
South America

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Lesson 2 pages 84–85

Classroom Presentation Tool

Objectives

To present and practice a grammar structure in the context of a story.

To review vocabulary from Lesson 1.

Language and structures

Active: *Peru – Peruvian, Morocco – Moroccan, Canada – Canadian, France – French, Poland – Polish, Egypt – Egyptian, China – Chinese, India – Indian; They weren't at a sandcastle competition. They were at an ice sculpture competition.*

Review: *messages, movie exhibition, mountain bike race, Roman theater, fireworks display*

Materials

Unit 8 flashcards; Class Audio CD 2

Warmer

- Play *Slow reveal* with the countries and nationalities flashcards. Cover a flashcard with a sheet of paper. Start to move the paper slowly and ask *What is it?* Continue sliding the paper further down until it is revealed. Then ask the class *What is it?* and allow the class to call out their ideas.

1 Listen and read. 2.29 Who are the messages from? Act it out.

- Books open. Point to the flags in the story and ask students to say the countries.
- Play the recording and encourage students to point to the correct characters and people as they hear them.
- Ask *Who are the messages from (Junior Crew members around the world)?* Elicit answers from students around the class.
- Play the recording again, pausing to ask students questions about each frame: 1 *What's going on?* (*lots of messages are arriving*) 2 *Where were the Moroccan Junior Crew last month?* (*at a movie exhibition*) 3 *Where were the Canadian Junior Crew?* (*at a mountain bike race*) 4 *What can they see in China?* (*ice sculptures*) 5 *Where were the Peruvian Junior Crew?* (*in a very old city in Peru*) 6 *What do the Junior Crew want to do?* (*send messages to the other Junior Crews around the world*)
- Divide the class into groups to act out the story.
- Allow students to practice in groups. Then invite groups to act out the story for the class.

8
Lesson 2
Junior Crew Worldwide!
1 Listen and read.
Who are the messages from? Act it out.
1
What's going on?
Look – all these messages are arriving.
They're messages from all around the world!
2
What's this?
It's the Junior Crew in Morocco. Look.
Movie Exhibition
Hi! I'm Walid! We were at a movie exhibition last month.
3
And this is from the Canadian Junior Crew.
Hey! They were at a mountain bike race in Canada yesterday!
4
And this is from the Chinese Junior Crew.
They weren't at a sandcastle competition in China, those are ice sculptures!
5
Hi! We're the Peruvian Junior Crew! We weren't at a Roman theater, but we were in a very old city in Peru.
Wow!
6
So there are Junior Crews all around the world!
That's cool. Let's send them a message.
84
Which countries and nationalities are in the story? Make two lists.

Fast finishers

Ask fast finishers to complete the activity at the bottom of the story. They look for countries and nationalities in the story and write a list in their notebooks.

ANSWERS

Morocco – Moroccan, Canada – Canadian, Peru – Peruvian, China – Chinese

Further practice

Workbook page 52

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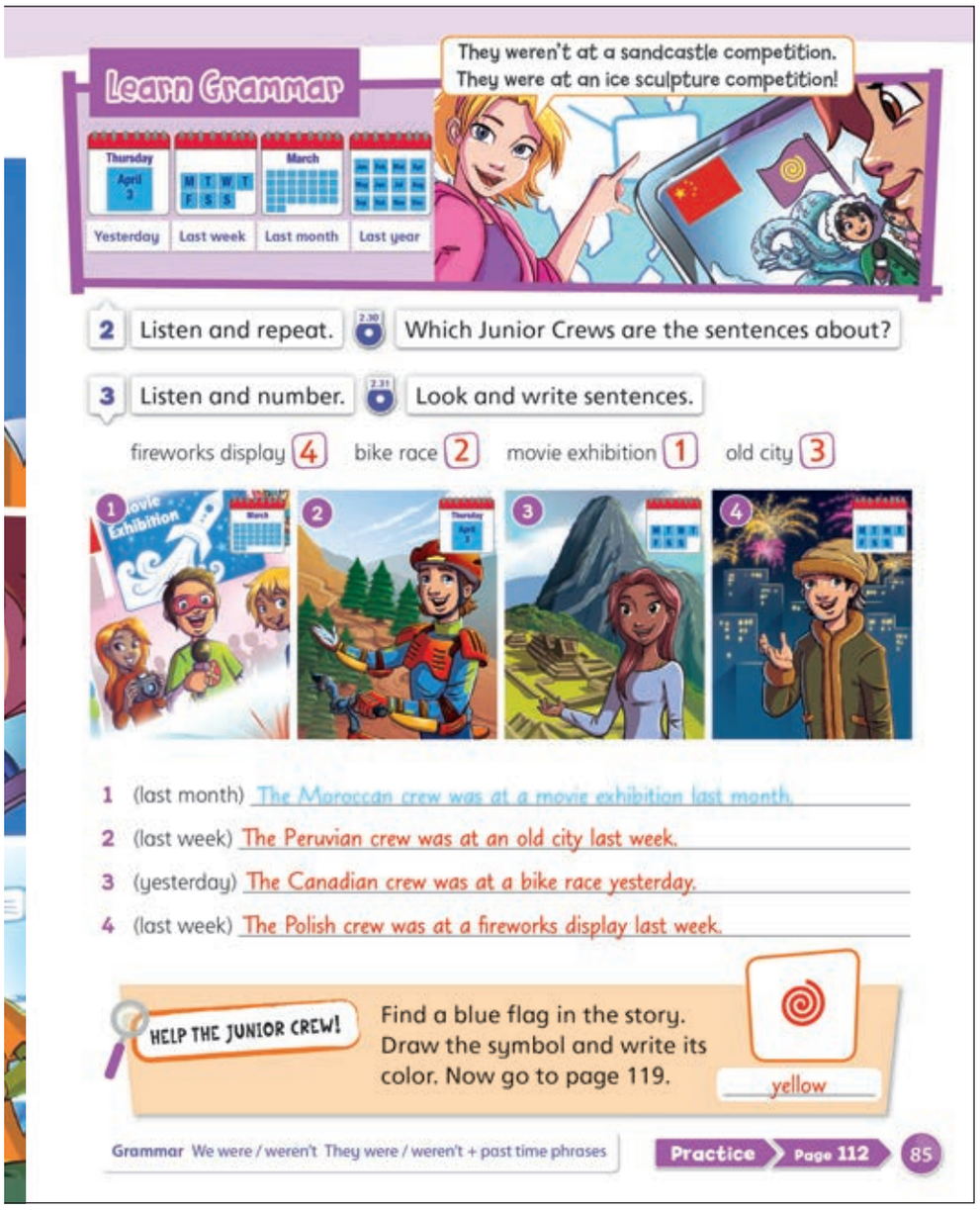
Learn Grammar
They weren't at a sandcastle competition.
They were at an ice sculpture competition!
Thursday
April 3
March
Yesterday
Last week
Last month
Last year
2 Listen and repeat. 2.30 Which Junior Crews are the sentences about?
3 Listen and number. 2.31 Look and write sentences.
fireworks display 4
bike race 2
movie exhibition 1
old city 3
1 (last month) The Moroccan crew was at a movie exhibition last month.
2 (last week) The Peruvian crew was at an old city last week.
3 (yesterday) The Canadian crew was at a bike race yesterday.
4 (last week) The Polish crew was at a fireworks display last week.
HELP THE JUNIOR CREW!
Find a blue flag in the story. Draw the symbol and write its color. Now go to page 119.
yellow
Grammar We were / weren't They were / weren't + past time phrases
Practice Page 112
85

2 Listen and repeat. 2.30 **Which Junior Crews are the sentences about?**

- Play the recording for students to listen. Then play the recording again for students to repeat the grammar structure.
- Ask students the question *Which Junior Crews are the sentences about?* Tell students to look back at the story to find out the answer. Ask students to read the frame of the story that gives the answer.

ANSWER
The Chinese crew

Transcript

Stella: They weren't at a sandcastle competition. They were at an ice sculpture competition!

3 Listen and number. 2.31 **Look and write sentences.**

- Point to the pictures and ask students what they can see (*a movie exhibition, a mountain bike race, an old city, a fireworks display*).
- Explain that students have to listen to the recording and number the words. Play the recording and pause after the first answer. Ask students *Where was the Moroccan crew (at a movie exhibition)?* Tell students to write *1* next to the movie exhibition.
- Play the recording, pausing after each Junior Crew member speaks for students to number the items.
- Check answers by asking students to read out the items and the numbers, e.g. *fireworks display – number 4*.
- Then tell students to write sentences about each of the Junior Crews. Point to picture 1 and read out the example answer.
- Then point to picture 2 and ask students *Who can you see (the Canadian crew)?* Ask *Where were they (at a bike race)?* Elicit the sentence and tell students to write.
- Allow students time to do the activity and then check answers by asking individual students to read out their sentences.

Transcript

Moroccan JC: We were at a movie exhibition last month.
Peruvian JC: We were at an old city last week. It's called Machu Picchu.
Canadian JC: We were at the bike race yesterday. It was very exciting!
Polish JC: We were at a fireworks display last week. It was beautiful!

Help the Junior Crew!

- Students find a blue flag in the story and draw the symbol in the box.
- Tell students to find the word in the *Junior Crew Message* on page 119 of the Student Book. See the *How to …* section of the Teacher's Book on page 33 for instructions. (The word for the *Mystery Message*: *world*.)

Further practice

Extra practice Student Book page 112
CD-ROM: Vocabulary and Grammar Worksheet Unit 8 Lesson 2
Workbook page 53

Notes

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Lesson 3 pages 86–87

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary in a listening text.

To review and expand on the grammar structure from Lesson 2.

To sing a song using the language from the unit.

Language and structures

Active: *huge, terrible, fantastic, delicious; Remember this? The traffic was terrible! We were late. Were you afraid? No, I wasn't afraid. It was fantastic!*

Review: *crews, nationalities, traffic report, studio, hot air balloon, taxi, reporter*

Materials

Unit 8 flashcards; Class Audio CD 2

Warmer

- Divide the class into two teams. Describe the flag of a country to each team in turn and a team member has to say which country it is.

1 Listen, read, and say. 2.32 What can you describe with these words?

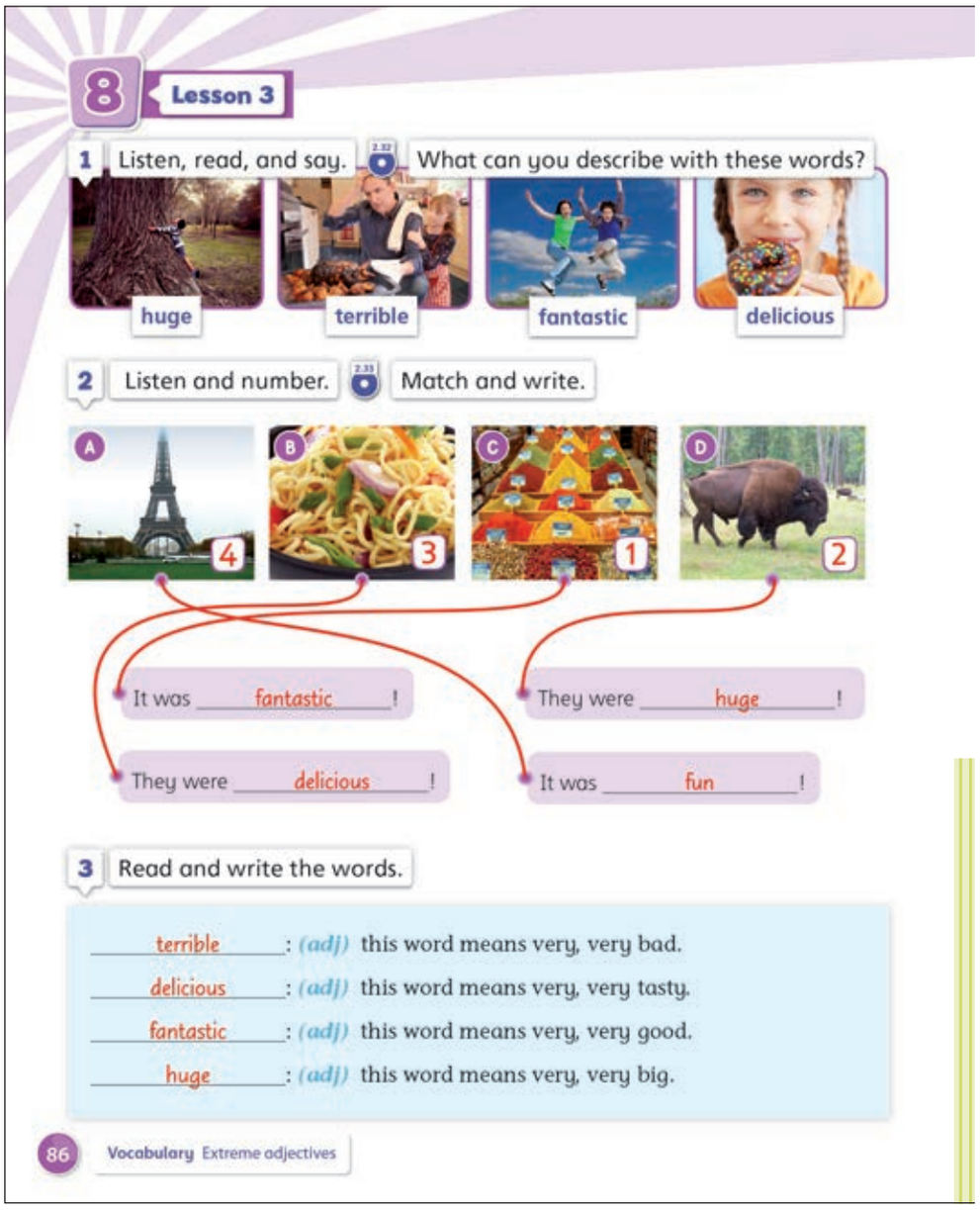
- Books closed. Introduce the new words with the flashcards. Hold up and point to the flashcards, and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the photos in their Student Books. Then play the recording again for students to listen, point, and repeat the words.
- Ask *What can you describe with these words?* Elicit answers and write the words on the board, e.g. *a holiday*.

Transcript

huge terrible fantastic delicious

2 Listen and number. 2.33 Match and write.

- Point to the pictures and ask students what they can see (*the Eiffel tower in Paris, noodles, a market with spices, an animal in a park*). Explain that students have to listen to the recording and number the pictures. Play the recording, pause after the Moroccan crew have spoken, and ask students to point to the correct photo (*the market*). Tell students to write *1* next to the photo. Then continue playing the recording, pausing after each crew speaks.
- Check answers by calling on individual students.


8
Lesson 3
1 Listen, read, and say. 2.32 What can you describe with these words?
huge
terrible
fantastic
delicious
2 Listen and number. 2.33 Match and write.
A 4
B 3
C 1
D 2
It was fantastic !
They were huge !
They were delicious !
It was fun !
3 Read and write the words.
terrible : (adj) this word means very, very bad.
delicious : (adj) this word means very, very tasty.
fantastic : (adj) this word means very, very good.
huge : (adj) this word means very, very big.
86 Vocabulary Extreme adjectives

- Explain that students have to complete the sentences and draw lines to match the sentences to the photos. Play the recording again and pause after the first crew speaks. Elicit which sentence matches the recording and what the missing word is (*the market– it was fantastic*). Tell students to write the answer in their Student Books. Play the recording, pausing after each crew speaks for students to complete and match the sentences to the photos.
- Check answers by asking individual students to read out a sentence and say which photo it matches.

Transcript

Moroccan JC: Hi! It's the Moroccan Junior Crew here! We were at a market last week. There are hundreds of different spices and ingredients! It was fantastic!

Polish JC: Hello from Poland. We were in a national park. It's called the Bialowieza Forest. We were with these bison. Do you know what they are? They're the biggest animal in Europe. They were huge!

Chinese JC: Hello! It's the Chinese Junior Crew here. We were at a museum. They have the world's oldest noodles … They were 4,000 years old. In the cafe there were newer noodles, too! They were delicious!

French JC: Hello from France. We were in Paris at the Eiffel Tower. It was very high and very, very steep. There are 1710 steps! And at the top, the weather was terrible! But it was fun!

3 Read and write the words.

- Explain that students have to read the definitions and write the correct words from Activity 1. Read out the first definition and elicit the word (*terrible*).
- Check answers by reading out the definition and calling on individuals to say the word.

21ST CENTURY SKILLS

Information literacy

Students use definitions to identify new words.

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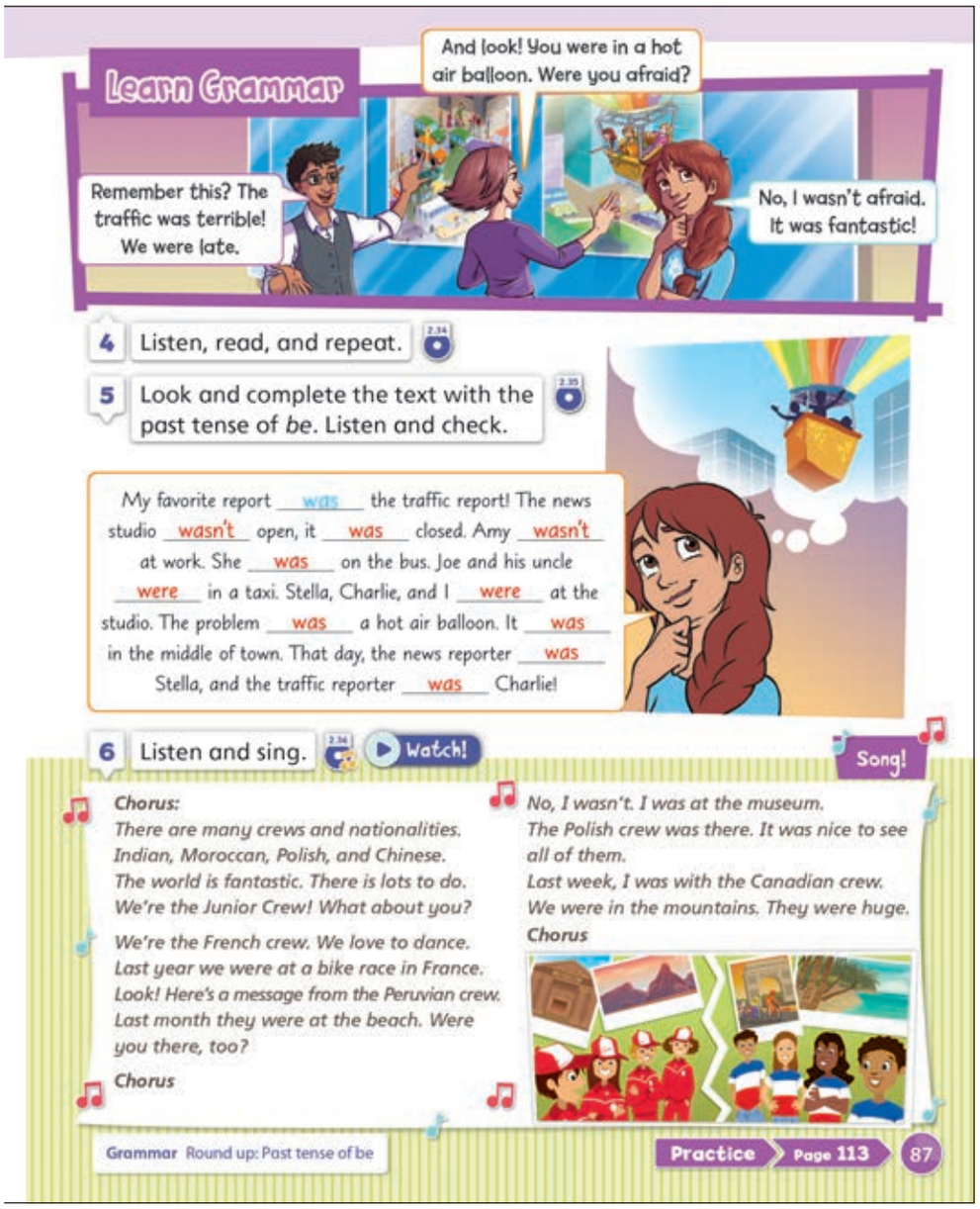
Learn Grammar
And look! You were in a hot air balloon. Were you afraid?
Remember this? The traffic was terrible! We were late.
No, I wasn't afraid. It was fantastic!
4 Listen, read, and repeat.
5 Look and complete the text with the past tense of be. Listen and check.
My favorite report was the traffic report! The news studio wasn't open, it was closed. Amy wasn't at work. She was on the bus. Joe and his uncle were in a taxi. Stella, Charlie, and I were at the studio. The problem was a hot air balloon. It was in the middle of town. That day, the news reporter was Stella, and the traffic reporter was Charlie!
6 Listen and sing.
Watch!
Song!
Chorus:
There are many crews and nationalities.
Indian, Moroccan, Polish, and Chinese.
The world is fantastic. There is lots to do.
We're the Junior Crew! What about you?
We're the French crew. We love to dance.
Last year we were at a bike race in France.
Look! Here's a message from the Peruvian crew.
Last month they were at the beach. Were you there, too?
Chorus
No, I wasn't. I was at the museum.
The Polish crew was there. It was nice to see all of them.
Last week, I was with the Canadian crew.
We were in the mountains. They were huge.
Chorus
Grammar Round up: Past tense of be
Practice Page 113
87

4 Listen, read, and repeat. 2.34

- Play the recording for students to listen. Then play the recording again and encourage students to repeat the grammar structure.

Transcript

Hassan: Remember this? The traffic was terrible! We were late.
Amy: And look! You were in a hot air balloon. Were you afraid?
Lily: No, I wasn't afraid at all. It was fantastic!

5 Look and complete the text with the past tense of *be*. Listen and check. 2.35

- Tell students they are going to read a text and complete the blanks with *was/were/wasn't*. Read out the first part of the text and elicit the answer to the second blank (*wasn't*).
- Allow students time to do the activity.
- Check answers by playing the recording.

Transcript

My favorite report was the traffic report! The news studio wasn't open, it was closed. Amy wasn't at work. She was on the bus. Joe and his uncle were in a taxi. Stella, Charlie, and I were at the studio. The problem was a hot air balloon. It was in the middle of town. That day, the news reporter was Stella, and the traffic reporter was Charlie!

6 Listen and sing. 2.36

- Tell students to look at the picture and ask what they can see (*a museum, two Junior Crews, a beach, mountains, a bike race*).
- Play the song for students to listen and read the lyrics.
- Create actions for the song as a class.
- Play the song again for students to sing and mime actions.

Finisher

- Play *Yes or No*. See Ideas bank (Teacher's Book page 161) for instructions.

Further practice

Extra practice Student Book page 113
CD-ROM: Vocabulary and Grammar Worksheet Unit 8 Lesson 3
Workbook page 54

Notes

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Lesson 4 page 88

Classroom Presentation Tool

Objectives

To present a CLIL concept (Information Technology).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *messages, communication technology, text message, e-mail, website, internet video calls*

Review: *was/wasn't*

Materials

CLIL Worksheet Unit 8 Lesson 4 (Information Technology); Unit 8 flashcards; Class Audio CD 2; paper, pens

Warmer

- Play the *The world is fantastic* song from Unit 8 Lesson 3 (page 87) 2.36 again and encourage students to join in.

1 Look and say. Which technology is nearly 50 years old?

- Point to the pictures and ask students to say what they can see (*a desktop computer, text messages on a smartphone, a laptop, a smartphone, FaceTime on a smartphone*).
- Ask students the question. Encourage all of the students to share their ideas.

2 Read and listen. 2.37

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to point to the pictures as they hear them.
- Ask students which type of technology they use and how often they use it.

3 Listen and say these dates. 2.38 Find the events in the text.

- Explain that the numbers are dates from the text. Then play the recording for students to listen and repeat.
- Explain that students have to find the dates in the text and write what happened. Say *1971* and ask students to find the date in the text and read the sentence *The first e-mail was in 1971*. Tell students to write the sentence in their Student Books.
- Allow students time to do the activity.
- To check answers, say a date and call on individual students to say what happened then.

Transcript

1971 1973 1991 1994
2004 2007

8
Lesson 4
Information Technology
1 Look and say. Which technology is nearly 50 years old?
2 Read and listen.
Communication Technology
Today, millions of people use cell phones and the internet to get news and send messages or talk to friends and family. We all use modern communication technology. But how new is it?
The first cell phone was huge! Its weight was 1.1 kilos, and it was 23 cm long! The first cell phone call was in 1973. The first text message between cell phones was in 1994.
The first e-mail was in 1971, but the first website wasn't online until 1991. It was just green text.
The first internet video calls were in 2004. And in 2007, video calls were possible from a cell phone.
Technology always changes! How do you communicate?
Inbox
Outbox
Spam (4368)
Trash
3 Listen and say these dates. Find the events in the text.
1971 the first e-mail
1973 the first cell phone call
1991 the first website
1994 the first text message
2004 the first internet video calls
2007 video calls were possible from a cell phone
4 Do the Modern Communication worksheet.
88

4 Do the Modern Communication worksheet.

- Tell students they are going to do a worksheet about modern communication. Hand out the worksheets.
- Pre-teach *refrigerator*, point to the picture, and ask *Where can you find it (in the kitchen)? What do you put in it (food)?*
- Point to the other pictures and ask students to say what they can see. Tell students to talk in pairs or groups to decide which ones can go online. Share ideas, but don't confirm answers.
- Allow students to read the texts to find the answer. Students match the gadgets to the descriptions.
- Encourage students to engage with the topic by asking questions, e.g. *Do we need to communicate with our household gadgets? Why / Why not? What are the advantages and disadvantages?*
- Ask students which of these innovations they think is the most useful. Which is the least useful?
- Students look at the further examples of internet-enabled technology and share knowledge and ideas. Then they work in pairs to design a smart gadget of their own. Elicit descriptions from as many pairs as possible to end the lesson.

ANSWERS

All of them go online.

21ST CENTURY SKILLS

ICT

Students learn about information technology, and how it is constantly changing and developing.

Further practice

Workbook page 55

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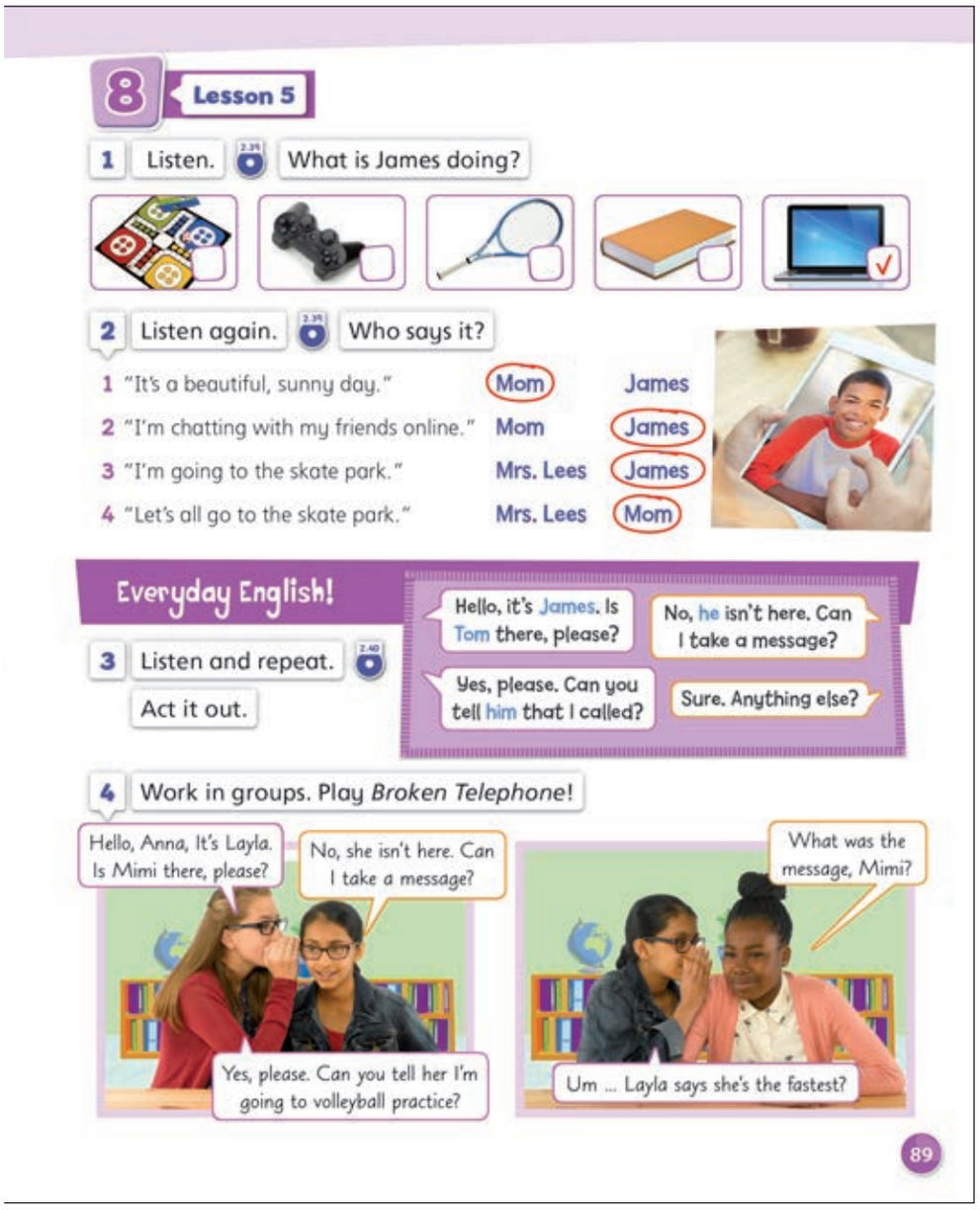
8 Lesson 5
1 Listen. What is James doing?
2 Listen again. Who says it?
1 "It's a beautiful, sunny day." Mom James
2 "I'm chatting with my friends online." Mom James
3 "I'm going to the skate park." Mrs. Lees James
4 "Let's all go to the skate park." Mrs. Lees Mom
Everyday English!
3 Listen and repeat.
Act it out.
Hello, it's James. Is Tom there, please?
No, he isn't here. Can I take a message?
Yes, please. Can you tell him that I called?
Sure. Anything else?
4 Work in groups. Play Broken Telephone!
Hello, Anna, It's Layla. Is Mimi there, please?
No, she isn't here. Can I take a message?
Yes, please. Can you tell her I'm going to volleyball practice?
What was the message, Mimi?
Um ... Layla says she's the fastest?
89

Lesson 5 page 89

Objectives

To review the linguistic content of the unit through a listening text.

To develop listening for specific information.

To teach an *Everyday English* expression.

To complete a craft project.

Language and structures

Active: *Hello, it's James. Is Tom there, please? No, he isn't. Can I take a message? Yes, please. Can you tell him that I called? Sure. Anything else?*

Review: *movies, beach, store, cafe, museum*

Materials

Unit 8 flashcards; Class Audio CD 2; colored pens, paper

Warmer

- Play *What number is it?* with the Unit 8 flashcards. Divide the class into two teams. Put the flashcards on the board. Below each card write a number. Say one of the words and ask *What number is it?* Students identify the flashcard and say the number.

1 Listen. 2.39 What is James doing?

- Point to the pictures and ask students what they can see. Play the recording and ask the question.

Transcript

Mom: James, what are you doing?
James: I'm on the computer.
Mom: Well, it's a beautiful sunny day. Why don't you go to the park?
James: Oh, Mom! I'm chatting with my friends online.
Mom: Well, you can chat with your friends at the park! Why don't you call Tom? You can go to the skate park.
James: Oh, OK.
Mrs. Lees: Hello?
James: Oh, hello, Mrs. Lees, it's James. Is Tom there, please?
Mrs. Lees: No, he isn't here. He's at a piano lesson. Can I take a message?
James: Yes, please. Can you tell him that I called?
Mrs. Lees: Sure. Anything else?
James: I'm going to the skate park. He can meet me there.
Mrs. Lees: OK. Bye, James!
Mom: Was he there?
James: No, he wasn't. He has a piano lesson.
Mom: OK. Well, come on! Let's all go to the skate park. You can teach your brother some tricks.
Little brother: Yay! Come on, James!

2 Listen again. 2.39 Who says it?

- Explain that students have to listen to the recording again and circle the person who says each sentence. Play the recording and pause after the answer to number 1 and ask *Who says this (Mom)?* Continue playing the recording for students to listen and circle. Then check answers.

3 Listen and repeat. 2.40 Act it out.

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat.
- Encourage them to replace the blue words with the words in the box.

Transcript

James: Hello, it's James. Is Tom there, please?
Mrs. Lees: No, he isn't here. Can I take a message?
James: Yes, please. Can you tell him that I called?
Mrs. Lees: Sure. Anything else?

4 Work in groups. Play *Broken Telephone*!

- Divide students into groups of five or six. Tell students they are going to telephone each other. They have to whisper and pass the message around the group. When the message gets around to the last student, that student says the message. The first student then says if the message is correct or not. They can say the correct message or, to make it fun, say a wrong message or a word that rhymes with the message.

Further practice
Workbook page 56

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Lesson 6 page 90

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit through a reading text.

To develop reading for specific information.

To think about the importance of keeping in touch with friends and family.

To write an account of an event.

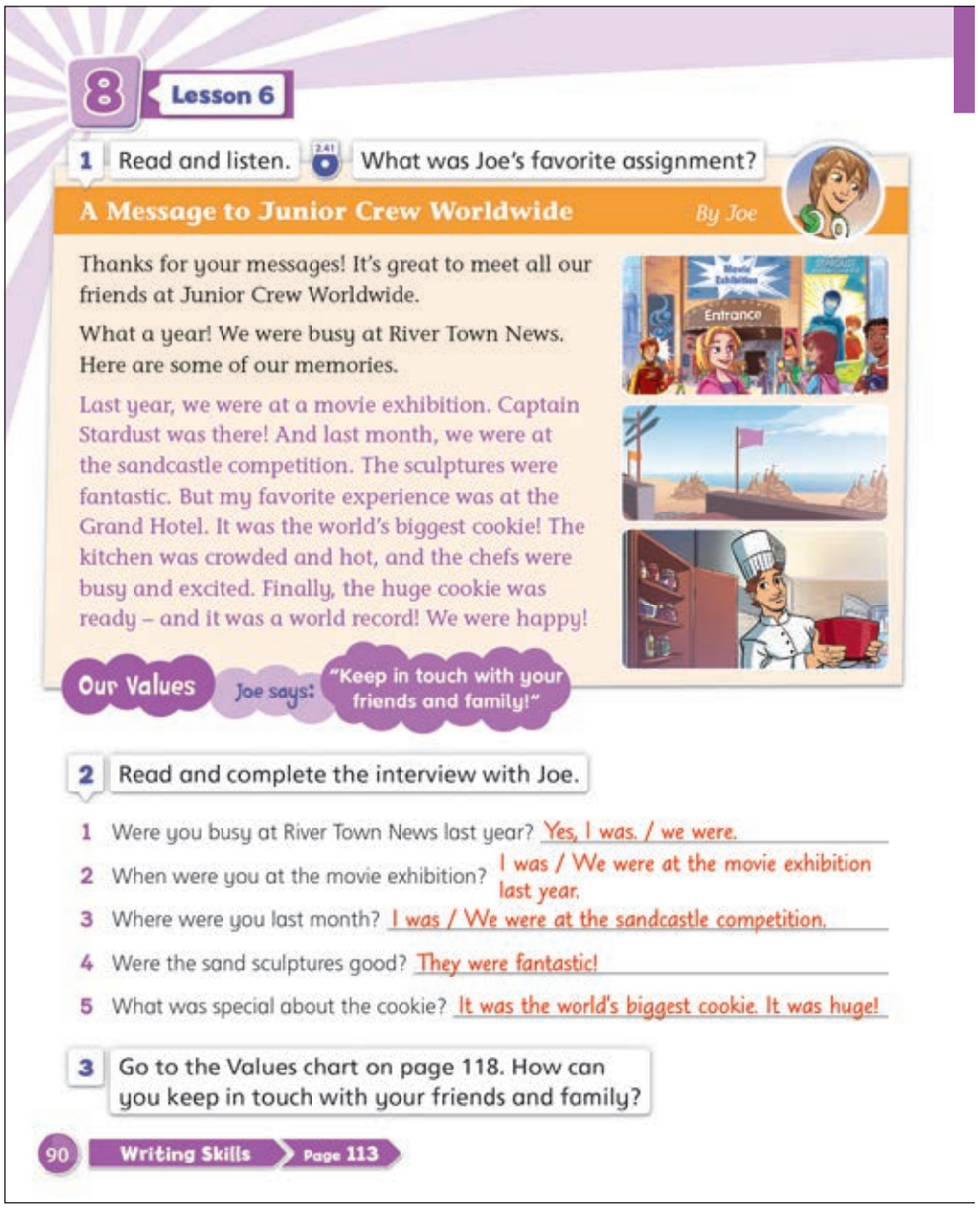
Language and structures

Active: *Peru – Peruvian, Morocco – Moroccan, Canada – Canadian, France – French, Poland – Polish, Egypt – Egyptian, China – Chinese, India – Indian;* past tense of *be*

Review: *movie exhibition, busy, cookie, sandcastle, crowded*

Materials

Unit 8 flashcards; Class Audio CD 2


8 Lesson 6

1 Read and listen. 2.41 What was Joe's favorite assignment?

A Message to Junior Crew Worldwide By Joe

Thanks for your messages! It's great to meet all our friends at Junior Crew Worldwide.

What a year! We were busy at River Town News. Here are some of our memories.

Last year, we were at a movie exhibition. Captain Stardust was there! And last month, we were at the sandcastle competition. The sculptures were fantastic. But my favorite experience was at the Grand Hotel. It was the world's biggest cookie! The kitchen was crowded and hot, and the chefs were busy and excited. Finally, the huge cookie was ready – and it was a world record! We were happy!

Our Values Joe says: "Keep in touch with your friends and family!"

2 Read and complete the interview with Joe.

1 Were you busy at River Town News last year? Yes, I was. / we were.
2 When were you at the movie exhibition? I was / We were at the movie exhibition last year.
3 Where were you last month? I was / We were at the sandcastle competition.
4 Were the sand sculptures good? They were fantastic!
5 What was special about the cookie? It was the world's biggest cookie. It was huge!

3 Go to the Values chart on page 118. How can you keep in touch with your friends and family?

90 Writing Skills Page 113

Warmer

- Play *Draw it* with the countries and nationalities vocabulary from Unit 8. Divide the class into two teams. Show one of the flashcards and a member from each team has to race to the board and write the word. Award one point for the first to complete a correctly spelled word.

1 Read and listen. 2.41 What was Joe's favorite assignment?

- Point to the pictures and ask students what they can see (*Joe, a movie exhibition, a sandcastle competition, a chef making the cookie*) and what they think the text is about.
- Read the question aloud. Play the recording for students to listen and follow the text in their books. Encourage students to follow the lines of the text with their fingers as they read and listen. Ask students *What was Joe's favorite assignment?*

ANSWER

At the Grand Hotel, when the chefs were making the giant cookie.

2 Read and complete the interview with Joe.

- Explain that the questions are for an interview with Joe. Read the first question. Tell students to read the text to find the answer (*Yes, I was.*). Ask students to read aloud the sentence that gives the answer (*We were busy at River Town News.*).
- Allow students time to do the activity.
- Check answers by reading the questions and asking individual students to say the answers.

3 Go to the Values chart on page 118. How can you keep in touch with your friends and family?

- Tell students to turn to page 118 of their Student Books. Read aloud the value for Unit 8. Ask students why it is important to keep in touch with friends and family (*Because it makes us happy when people keep in contact with us, it shows that we care about them.*).
- Ask students for examples of how to keep in contact (*calling or visiting an elderly relative who lives alone, sending text messages to friends, writing e-mails, internet video-calling friends and family who live far away, writing a letter*).
- Ask students to work in pairs and think of ways they can keep in touch.
- Students then write notes and color the correct number of stars to show how well they have kept in contact.

Extension activity

Write *keeping in contact with friends and family* on the board. Then elicit ideas from students and write them on the board.

21ST CENTURY SKILLS

Social skills

Students learn the importance of making the effort to keep in contact with friends and family in order to nurture their relationships.

Finisher

- Play *Four in a row* with the Unit 8 flashcards. See the Ideas bank (Teacher's Book page 161) for instructions.

Further Practice

Extra Practice Student Book page 113
Workbook page 57

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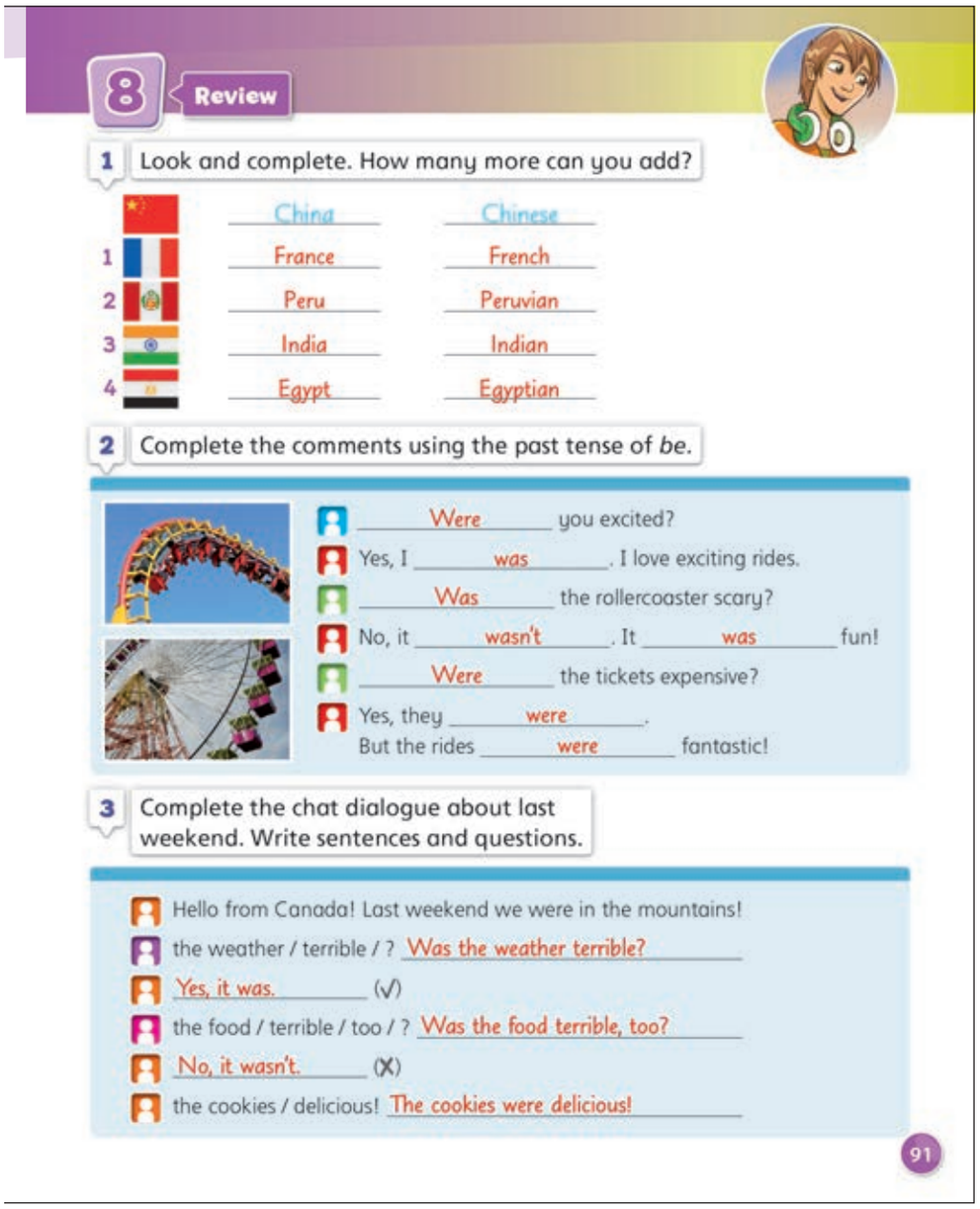

8 Review

1 Look and complete. How many more can you add?

		China	Chinese
1		France	French
2		Peru	Peruvian
3		India	Indian
4		Egypt	Egyptian

2 Complete the comments using the past tense of *be*.

Were you excited?
Yes, I was. I love exciting rides.
Was the rollercoaster scary?
No, it wasn't. It was fun!
Were the tickets expensive?
Yes, they were.
But the rides were fantastic!

3 Complete the chat dialogue about last weekend. Write sentences and questions.

Hello from Canada! Last weekend we were in the mountains!
the weather / terrible / ? Was the weather terrible?
Yes, it was. (✓)
the food / terrible / too / ? Was the food terrible, too?
No, it wasn't. (✗)
the cookies / delicious! The cookies were delicious!

91

Review page 91

Objectives

To review the vocabulary and grammar structures of the unit.

Language and structures

Active: *Peru – Peruvian, Morocco – Moroccan, Canada – Canadian, France – French, Poland – Polish, Egypt – Egyptian, China – Chinese, India – Indian; delicious, terrible,* past tense of *be*

Review: *roller coaster, amusement park, exciting, expensive, cookies*

Materials

Unit 8 flashcards; Class Audio CD 2

Warmer

- Play *Categories* with the vocabulary from Units 1 to 8. See Ideas bank (Teacher's Book page 161) for instructions.

1 Look and complete. How many more can you add?

- Point to the first flag and read out *China* and *Chinese*. Explain that students have to look at the flags and write the country and nationality.
- Allow students time to do the activity.
- Check answers by holding up your book, pointing at a flag, and asking students to say the country and nationality.
- Then ask students what other countries and nationalities they know.

2 Complete the comments using the past tense of *be*.

- Point to the photos and ask what students can see (*a roller coaster, a Ferris wheel*). Explain that the text is an online chat. Ask what they think the chat is about (*a trip to an amusement park*). Tell students they have to complete the comments using the past form of the verb *be*. Elicit the answer for the first space (*Were*).
- Allow students time to complete the activity.
- Check answers by asking individuals to read out the completed sentences.

TEACHING TIP

Tell less confident students to work in pairs while more confident students can do the activity individually.

3 Complete the chat dialogue about last weekend. Write sentences and questions.

- Read out the first sentence. Explain that students have to use the prompts to make sentences with the past form of *be* and use the check mark and the cross to write the answers. Elicit the first question and answer. (*Was the weather terrible? Yes it was.*)
- Allow students time to complete the activity.
- Check answers by asking individual students to read out the questions and answers.

21ST CENTURY SKILLS

Productivity

Students learn to write questions and answers using the past tense of the verb *be*.

Extension

Tell students they are going to interview each other about what they did last weekend. Elicit three questions using prompts. Write the following prompts on the board: *Where/you/last weekend? you/bored? What/good/about/your weekend?* Ask students to write the three questions in their notebooks and then write an answer for them. Then they can ask their partner and record their answers. When students finish, ask pairs to share their ideas with the class.

Finisher

- Play the *The world is fantastic* song from Unit 8 Lesson 3 (page 87) 2.36 for students to listen and join in as much as possible. Congratulate students on completing *Shine On! 6*.

Further practice

Unit 8 Test
Units 7 and 8 Speaking Test
End of Year Speaking Test
End of Year Listening Test
End of Year Reading Test
End of Year Writing Test
Workbook pages 58 and 59

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Culture 4
School's Out! pages 92–93

Classroom Presentation Tool

Objectives

To learn about schools in the USA.

To present and practice five new items of vocabulary.

To review the linguistic content from Units 7 and 8.

Language and structures

Active: *elementary school, kindergarten, junior high, high school, graduation ceremony*

Review: *families, special clothes, proud, happy*

Materials

Class Audio CD 2; paper

Warmer

- Play *Four in a row* with the Unit 7 and 8 vocabulary. See Ideas bank (Teacher's Book page 161) for instructions.

1 Look at the photos. What is the same at your school? What is different?

- Tell students to look at the photos and say what they can see (*children getting on a school bus, a music class, a classroom, a group of students graduating from school*).
- Ask students to think about the photos and to say what is the same at their school and what is different.

2 Listen and read. 2.42

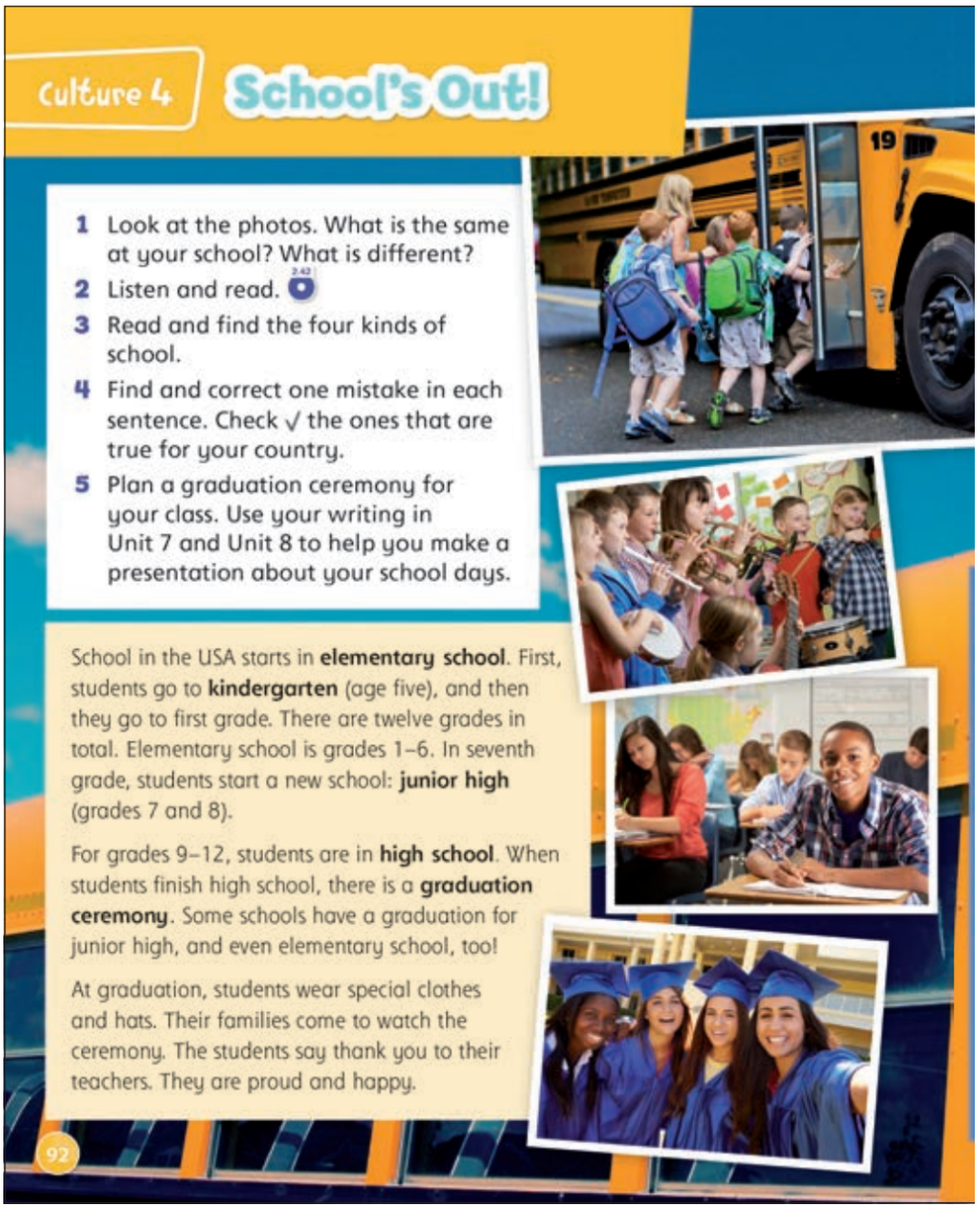
- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they listen.

Transcript

School in the USA starts in elementary school. First, students go to kindergarten (age five), and then they go to first grade. There are twelve grades in total. Elementary school is grades 1–6. In 7th grade, students start a new school: junior high (grades 7 and 8).

For grades 9–12, students are in high school. When students finish high school, there is a graduation ceremony. Some schools have a graduation for junior high, and even elementary school, too!

At graduation, students wear special clothes and hats. Their families come to watch the ceremony. The students say thank you to their teachers. They are proud and happy.


Culture 4
School's Out!
1 Look at the photos. What is the same at your school? What is different?
2 Listen and read.
3 Read and find the four kinds of school.
4 Find and correct one mistake in each sentence. Check √ the ones that are true for your country.
5 Plan a graduation ceremony for your class. Use your writing in Unit 7 and Unit 8 to help you make a presentation about your school days.
School in the USA starts in elementary school. First, students go to kindergarten (age five), and then they go to first grade. There are twelve grades in total. Elementary school is grades 1–6. In seventh grade, students start a new school: junior high (grades 7 and 8).
For grades 9–12, students are in high school. When students finish high school, there is a graduation ceremony. Some schools have a graduation for junior high, and even elementary school, too!
At graduation, students wear special clothes and hats. Their families come to watch the ceremony. The students say thank you to their teachers. They are proud and happy.
92

Culture note

In the USA, children start school at the age of five, but most children go to kindergarten before they start elementary school. In elementary school, children learn various subjects, including English, math, science, social studies, music, art, ICT, drama, foreign languages, and sports. Children go to junior high school after elementary school when they are aged 11. They then go on to high school when they are 13. In high school, children study English, math, social studies and science. Some schools teach health and wellness courses such as first aid and nutrition. There are also many optional subjects that students can study which include performing arts, visual arts, computer science and foreign languages. High school students are required to pass exams in order to graduate with a high school diploma.

Extension activity

Ask students to work in pairs and make a list of the different types of schools there are in their country.

3 Read and find the four kinds of school.

- Tell students to look at the text and find four different kinds of school.

ANSWERS

kindergarten, elementary school, junior high, high school

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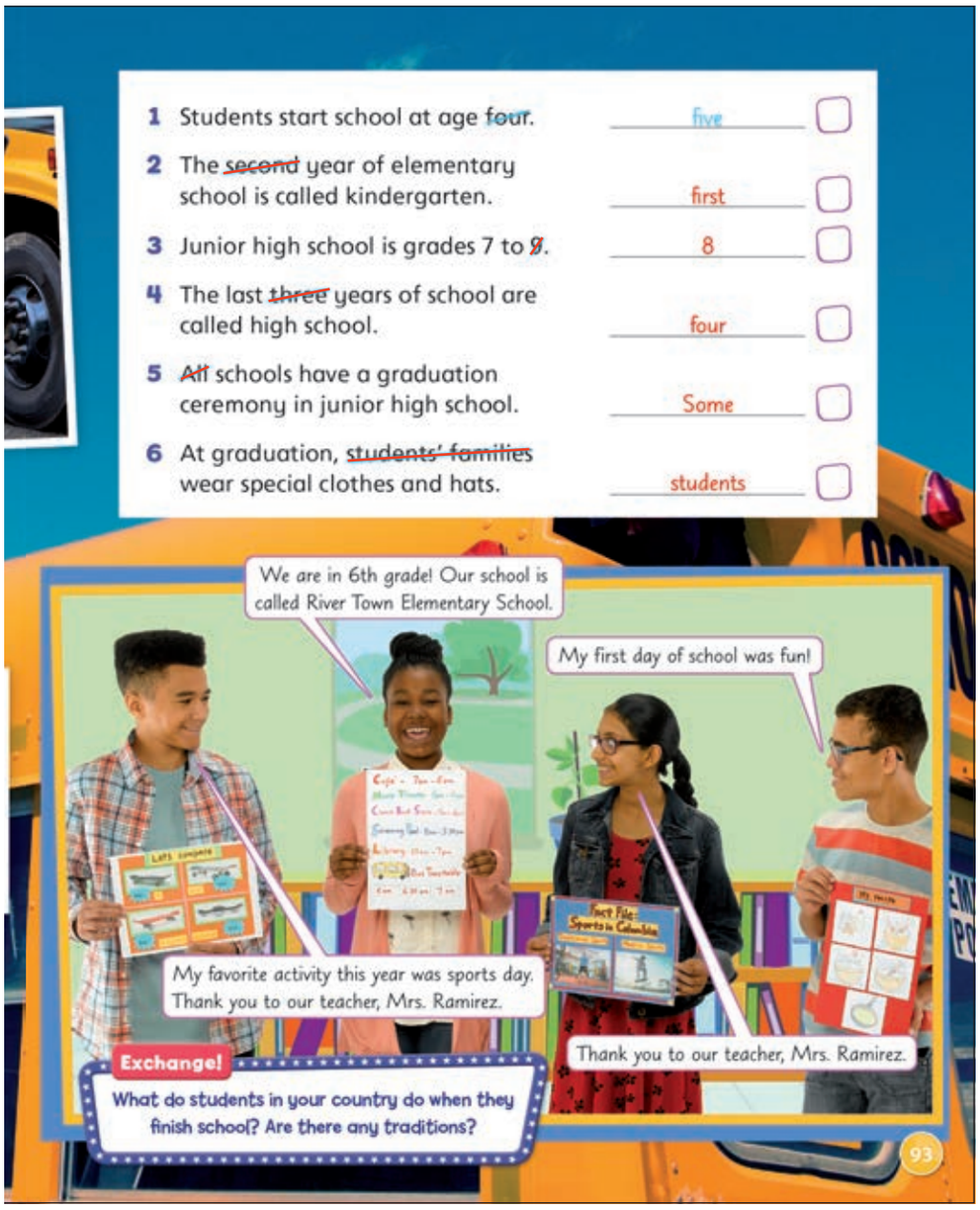
1 Students start school at age four. five
2 The second year of elementary school is called kindergarten. first
3 Junior high school is grades 7 to 9. 8
4 The last three years of school are called high school. four
5 All schools have a graduation ceremony in junior high school. Some
6 At graduation, students' families wear special clothes and hats. students
We are in 6th grade! Our school is called River Town Elementary School.
My first day of school was fun!
My favorite activity this year was sports day. Thank you to our teacher, Mrs. Ramirez.
Thank you to our teacher, Mrs. Ramirez.
Exchange!
What do students in your country do when they finish school? Are there any traditions?
93

4 Find and correct one mistake in each sentence. Check ✓ the ones that are true for your country.

- Explain that students have to read and find the mistakes in the sentences. Read the first sentence and ask students to find the part of the text that gives the correct answer.
- Allow students time to complete the activity.
- Check answers by asking students to read out the corrected sentences.
- Then ask students to check the sentences that are true for their country.
- Ask individuals to read out the sentences they checked.

5 Plan a graduation ceremony for your class. Use your writing in Unit 7 and Unit 8 to help you make a presentation about your school days.

- Tell students they are going to plan a graduation ceremony for their class.
- Tell students to use their writing from Units 7 and 8 to write about their school days.
- Move around the class helping students as needed with language.

Exchange!

- With a less confident class, discuss the questions with the whole class. With a more confident class, students work in pairs. Then discuss the questions with the class.

Further practice

Workbook page 63

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Holidays
New Year pages 94–95

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary.

To think about what happens on New Year's Eve.

To do a simple craft activity that involves personalization.

Language and structures

Active: *celebrate, midnight, backwards, resolutions*

Review: *fireworks, parties, people, friends, family*

Materials

Class Audio CD 2; colored pens, paper

Warmer

- Play *One minute race!* to elicit words related to New Year. Ask students to work in groups of four and make a list of words, e.g. *family.*

1 Look at the pictures. Does your country have a celebration like this?

- Tell students to look at the photos and say what they can see (*fireworks display, people celebrating, Big Ben*).
- Ask students what they think the people are celebrating (*New Year's Eve*).
- Ask students if they have a celebration like this.

2 Listen and read. 2.43

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they listen.
- Play the recording again so students can listen and follow the text.

Transcript

In many countries around the world, people celebrate the start of the new year on January 1st. New Year's Eve is December 31st. Families have parties, with friends and neighbors, and everyone stays up late to watch the fireworks.
At midnight, everyone counts down backwards from 10, then wishes their friends and family a *Happy New Year!*
New Year is a time for new things. Some people wear new clothes. Some people make resolutions, or promises, about how they can feel better in the new year. Do you make resolutions?

Holidays
New Year
1 Look at the pictures. Does your country have a celebration like this?
2 Listen and read.
3 Look and complete the puzzle.
4 What do you know about New Year in these countries? Find out!
5 Make a list of four resolutions.
In many countries around the world, people celebrate the start of the new year on January 1st. New Year's Eve is December 31st. Families have parties, with friends and neighbors, and everyone stays up late to watch the fireworks.
At midnight, everyone counts down backwards from 10, then wishes their friends and family a Happy New Year!
backwards
10, 9, 8, 7, 6, 5, 4, 3, 2, 1 ...
Happy New Year!
New Year is a time for new things. Some people wear new clothes. Some people make resolutions, or promises, about how they can feel better in the new year. Do you make resolutions?
midnight
celebrate
Visit Grandma and Grandpa every Sunday.
Join the nature club.
Walk the dog every day.
Be nice to my sister!
resolutions
94

3 Look and complete the puzzle.

- Read out the first definition and tell students to look at number 1 on the puzzle. Explain that the first letter of the word is given. Tell students to look in the text to find the missing word (*celebrate*).
- Allow students time to complete the activity.
- Check answers by reading a definition and asking students to say the word.

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CLUES
1 This is what we do on festivals and holidays.
2 These are bright, colorful explosions in the sky.
3 This is a holiday on January 1st.
4 This is 12 o'clock, at night.
5 When people get together to have fun it's a ...
6 These are promises to do something better in the new year.
China
Thailand
Here are my New Year's resolutions:
Eat more fruits and vegetables.
Help my mom and dad at home.
95

4 What do you know about New Year in these countries? Find out!

- Point to the photos and ask what countries they are in (*China, Thailand*).
- Tell students to work in pairs and use the internet or reference books to find out how New Year is celebrated in these countries.
- Pairs can then report back their ideas to the class.

Culture note

People around the world celebrate the New Year in different ways. In London, there are parties all over the city. Many people gather in Trafalgar and Parliament Squares. There is a countdown to midnight and a huge fireworks display. In New York, people gather in Times Square. There is music and a countdown to the New Year. *Songkran* is the Thai New Year celebration. People clean their houses to prepare for the celebration. People dress up in colorful clothes. They offer gifts to the Buddhist monks and their ancestors. There are street parties, parades, and fireworks displays.

5 Make a list of four resolutions.

- Read out the resolutions, then tell students to think about four resolutions they would like to make for the coming year.
- Give out paper and colored pens. Tell students they can draw pictures and write their resolutions.
- Model the dialogue for students to listen and repeat.
- Invite students to present their resolutions to the class and ask students to make a note of two interesting resolutions. Then have a class discussion.

Finisher

- Play *Sharkman (Hangman)* to practice the New Year vocabulary. See Ideas bank (Teacher's Book page 161) for instructions.

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Holidays
A Day for Nature

pages 96–97

Classroom Presentation Tool

Objectives

To present and practice six new items of vocabulary.

To think about a special day for nature.

To do a simple craft activity that involves personalization.

Language and structures

Active: *oxygen, carbon dioxide, roots, soil, communities, climates*

Review: *insects, animals, dig, boys, girls, people, traditional*

Materials

Class Audio CD 2; paper, colored pens

Warmer

- Play *Categories* with the Unit 2, 3, and 4 vocabulary. See Ideas bank (Teacher's Book page 161) for instructions.

1 Look at the photos. What are the people doing?

- Point to the photos and ask students what they can see (*people, men, child, soil, roots, trees*).
- Point to the words and say the words for students to repeat.
- Ask students what the people are doing (*planting trees*).
- Ask students if they ever take part in community activities involving the environment, such as planting trees.

2 Listen and read. 2.44

- Play the recording for students to listen and follow the text in their Student Books. Encourage students to follow the lines of the text with their fingers as they listen.
- Play the recording again so students can listen and follow the text.

Transcript

Trees are very important. They make oxygen, which we need to breathe. They use up carbon dioxide, which can make pollution worse. Tree roots hold the soil in its place. They provide homes for insects and animals.

Arbor Day is a special day to help nature. It's traditional to plant a tree. People in schools, towns, and communities plant trees.

Around the world, the date is different because of different climates. Arbor Day is in April in the USA. In Brazil it's on September 22nd, and in Egypt it's on January 15th. Every year, people plant millions of trees on Arbor Day.

Holidays
A Day for Nature
1 Look at the photos. What are the people doing?
2 Listen and read. 2.44
3 Test yourself! Do the Arbor Day Quiz. Circle Yes or No. Read again and check your answers.
4 Listen and read the Arbor Day poem. What do you notice about the first letters in each line? 2.45
5 Write an acrostic poem. Use one of these words or your own ideas.
communities
soil
ARBOR DAY
carbon dioxide
oxygen
roots
climates
96
Trees are very important. They make oxygen, which we need to breathe. They use up carbon dioxide, which can make pollution worse. Tree roots hold the soil in its place. They provide homes for insects and animals.
Arbor Day is a special day to help nature. It's traditional to plant a tree. People in schools, towns, and communities plant trees.
Around the world, the date is different, because of different climates. Arbor Day is in April in the USA. In Brazil it's on September 22nd, and in Egypt it's on January 15th. Every year, people plant millions of trees on Arbor Day.

3 Test yourself! Do the Arbor Day Quiz. Circle *Yes* or *No*. Read again and check your answers.

- Tell students they are going to do a quiz on Arbor Day. Read out the first sentence and ask students to raise their hands if the answer is *yes* or fold their arms if the answer is *no*. Then tell students to do the quiz. Encourage students to cover the text with a piece of paper while they do the quiz.
- To check answers, students uncover page 96 and find the answers in the text.

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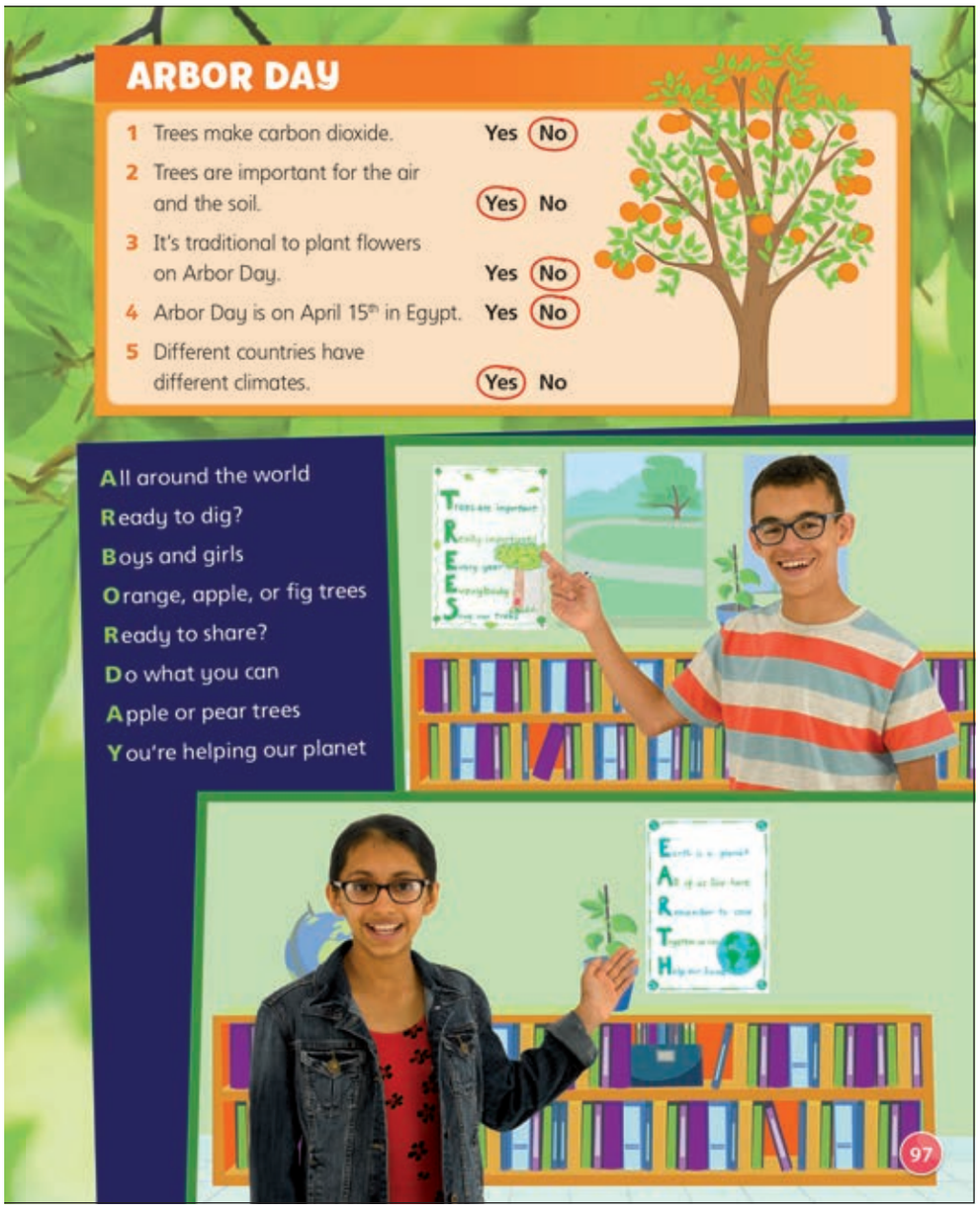
ARBOR DAY
1 Trees make carbon dioxide. Yes No
2 Trees are important for the air and the soil. Yes No
3 It's traditional to plant flowers on Arbor Day. Yes No
4 Arbor Day is on April 15th in Egypt. Yes No
5 Different countries have different climates. Yes No
All around the world
Ready to dig?
Boys and girls
Orange, apple, or fig trees
Ready to share?
Do what you can
Apple or pear trees
You're helping our planet
TREES
EARTH
97

4 Listen and read the Arbor Day poem. What do you notice about the first letters in each line? 2.46

- Point to the poem. Play the recording for students to listen to the poem. Then invite confident students to read out each line.
- Ask students the question.
- Explain that this type of poem is called an acrostic poem.

ANSWERS

The first letters of each line spell out *Arbor Day*.

Transcript

All around the world
Ready to dig?
Boys and girls
Orange, apple or fig trees
Ready to share?
Do what you can
Apple or pear trees
You're helping our planet

Culture note

Arbor Day is an important holiday around the world. It is a day when community groups plant trees. It is about encouraging people to do something to protect and help the environment. The first Arbor Day was in Spain in 1594. The first US Arbor Day was on April 10th, 1872, in Nebraska. Approximately 1 million trees were planted in Nebraska.

5 Write an acrostic poem. Use one of these words or your own ideas.

- Tell students they are going to write an acrostic poem. Explain that they can use the words in bold from the text or their own ideas. Make sure students understand that the first letter of each line in their poems should spell a word.
- Students can write the lines in different colors and they can draw pictures to decorate their poems.
- Allow students time to write their poem and monitor and help as needed with language.
- Display the poems around the classroom and ask students to do a class vote on the best. You could also ask students to note their favorite and explain why during the whole-class discussion.

Finisher

- Play *Word race* to practice the vocabulary from the text. See Ideas bank (Teacher's Book page 161) for instructions.

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Our Values page 118

Objectives

To think and talk about important values.

To think about how good you are at each of the values.

Language and structures

Active: *history, public transportation, try hard, encourage, healthy choices, keep in touch*

Review: *star, polite, friendly, hero, classmates*

Materials

Values chart (Student Book page 118); (Optional: card, paper, scissors, glue, colored pens)

Values

The Values sections in the Student Book encourage students to think about important themes of citizenship, consideration of others, and personal development. The values are presented in Lesson 6 of each unit and relate to the main topic of each unit. Each value is presented by one of the course characters. Students think about the value and relate it to their own lives. There are teaching notes for each value in the main units of the Teacher's Book. The Our Values page at the back of the Student Book provides a space for students to make notes about each value and record how good they feel they are at each value.

TEACHING TIP

For each value:

- Tell students to turn to page 118 of their Student Books and look at the value for the unit.
- Read it aloud and ask students why this value is important.
- Ask students how we can behave to do well at this value.
- Students write notes on the value. Then they color the correct number of stars to show how good they are at the value.
- If any students get a low score, ask them to suggest ways in which they could improve their score. Before completing the values activity in the next unit, return to the previous unit's value in the Our Values chart and ask students if they have changed their behavior in any way. Then ask whether these changes have improved their score. Students can alter their scores in the Our Values chart.

Our Values
Value question
My notes:
My score
1 How can you be a hero and help people?
2 Where can you learn about your history?
3 How can you be polite to others on public transportation?
4 When can you try hard and do better?
5 When can you encourage your classmates?
6 When can you make healthy choices?
7 When can you be friendly and include others?
8 How can you keep in touch with friends and family?
118

Extension activity

Ask students to suggest other values related to the unit topic. For example:

Unit 1: How can you be a hero and help people? (*Help someone with a problem, be kind.*)

Unit 2: Where can you learn about your history? (*Go to museums, read books about the past, use the internet.*)

Unit 3: How can you be polite to others on public transportation? (*Let people get off the bus first, give up your seat for the elderly, don't leave trash on public transportation.*)

Unit 4: When can you try hard and do better? (*Make an effort at school, set goals, take part in competitions.*)

Unit 5: When can you encourage your classmates? (*Say nice things to people, be nice to others.*)

Unit 6: When can you make healthy choices? (*Eat fruit and vegetables every day, don't eat candy every day, do exercise.*)

Unit 7: When can you be friendly and include others? (*Make new friends, include everyone in games, be friendly.*)

Unit 8: How can you keep in touch with friends and family? (*Meet friends and family face-to-face, call and message friends and family often.*)

Extension activity

Students can draw pictures to illustrate each of the values as they learn about them.

Divide the class into groups and hand out cards, paper, scissors, and glue. Make sure students have colored pens. Students can illustrate ways to be good at the unit's value and then stick them on the card. They can label the pictures with their ideas. Invite students to talk about their pictures. Then make a wall collage with their pictures. Write the value on a piece of card and stick it above the collage.

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HELP THE JUNIOR CREW!
1 Look for the symbol from the story. Then find the place where the symbol and its color meet!
see it's home jump Here at then my
learn let's school run Today in the mine
visit we're friends fly Now on their its
study his city walk What to this his
listen mine stars turn Who the that her
teach she's world speak Then an these their
find our ocean go First a those your
discover them family wish Go up them our
2 Write the words.
Unit 1 Unit 2 Unit 3 Unit 4
Now it's your turn
Unit 5 Unit 6 Unit 7 Unit 8
to discover the world
The Mystery Message is Now it's your turn to discover the world.
119

Help the Junior Crew! page 119

Objectives

To complete the Mystery Message.

To complete a press pass.

Language and structures

Active: *star, flash, lightning bolt, triangle, square, spiral, diamond, Press Pass, clues, mystery, message*

Review: *Good job!*

Materials

Class Audio CDs; Press Pass template from the teacher's website (one copy for each student); scissors, glue; photos of the students (to be brought from home); (Optional: large piece of card, drawing pins)

Warmer

- Play the story from Starter Unit Lesson 2 (page 4) 1.05. Ask students what the symbols on the smartboard / tablet are (*a coded, mystery message*) and how they think they can help the Junior Crew (*by finding clues to solve the message*).

1 Look for the symbol from the story. Then find the place where the symbol and its color meet!

- Before completing this activity for Unit 1, introduce the words for the symbols. Point to the symbols and say the words for students to repeat.
- When completing this activity for each unit, tell students that they are going to help the Junior Crew solve the Mystery Message. Read out the instructions. Students find the correct symbol in the story and draw it in the box provided at the end of each Lesson 2.
- Tell students to turn to page 119 of the Student Book and look at the grid. Students look for the row marked with the symbol from the unit and the column marked with the color of the symbol. They then find the square where the row and column meet and circle the word(s).

2 Write the words.

- Tell students that the words they find in each unit will make a Mystery Message.
- Students write the word(s) for each unit in the correct space. When they complete the message, they will get a reward.
- After Unit 6, you can invite students to predict the remaining words and guess the Mystery Message (*Now it's your turn to discover the world*).

Press Pass

- Before completing Unit 8, Lesson 2, download the Press Pass worksheet and make one copy for each student.
- When students have completed the Mystery Message in Unit 8, Lesson 2, tell them that they are going to get a reward.
- Hand out copies of the Press Pass worksheet and tell students that this is their reward for decoding the Mystery Message. Explain that they are now members of the Junior Crew and these are their press passes.
- Hand out scissors and glue. Tell students to stick their photo on their press pass, then complete the press pass with details about themselves.

> **TEACHING TIP** With less confident students, ask them questions to prompt them as they fill in their press passes, e.g. *What's your name? How old are you? Where are you from? What school do you go to? What things do you like?*

- Students carefully cut out their press passes and show them to each other. Confident students can use their press passes to talk about themselves in front of the class, e.g. *Hi! This is my press pass. My name's … and I'm … years old,* etc.
- You can help students to stick or pin their press passes to a large piece of card on the classroom wall. Alternatively, students can take their press passes home to show their parents.

Finisher

- Play the *Shine On!* song from the Starter Unit Lesson 1 (page 2) 1•01 and encourage students to join in as much as possible.

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Unit 1 Lights, Camera, Action!
Lesson 2 page 98

1 Find six words. Look and write.

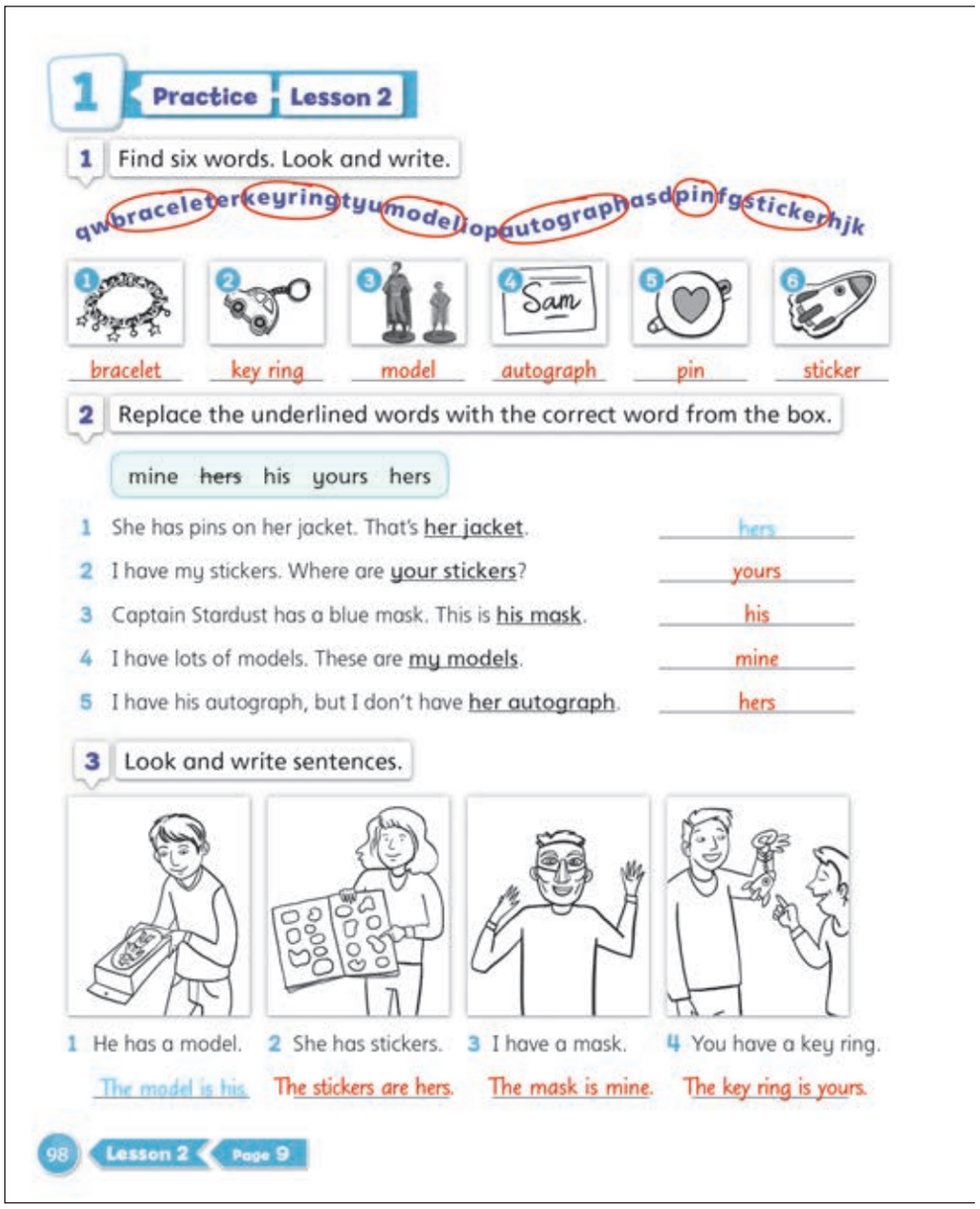
- Point to the pictures and elicit the words (*bracelet, key ring, model, autograph, pin, sticker*).
- Explain that students need to look at the word snake and circle the words.
- Tell students to use their finger to run along the word snake and look for the first letter of the word.
- Check answers by asking students to read out the words in the word snake.

2 Replace the underlined words with the correct word from the box.

- Read aloud the first sentence and sample answer. Ask students why the answer is *hers* (*because the jacket belongs to her*).
- Allow students time to do the activity.
- Check answers by reading out the sentences and asking individual students to say the answer.

3 Look and write sentences.

- Hold up your Student Book, point to the pictures, and read out the sentence.
- Invite a confident student to read out the sample answer.
- Explain that students have to look and write sentences.
- Allow students time to do the activity.
- Check answers by asking individual students to read out their sentences.



1 Practice Lesson 2

1 Find six words. Look and write.

qwbraceleterkeyringtyumodelioautographasdpinfgstickerhjk

1 bracelet 2 key ring 3 model 4 autograph 5 pin 6 sticker

2 Replace the underlined words with the correct word from the box.

mine ~~hers~~ his yours hers

1 She has pins on her jacket. That's her jacket. hers
2 I have my stickers. Where are your stickers? yours
3 Captain Stardust has a blue mask. This is his mask. his
4 I have lots of models. These are my models. mine
5 I have his autograph, but I don't have her autograph. hers

3 Look and write sentences.

1 He has a model. The model is his.
2 She has stickers. The stickers are hers.
3 I have a mask. The mask is mine.
4 You have a key ring. The key ring is yours.

98 Lesson 2 Page 9

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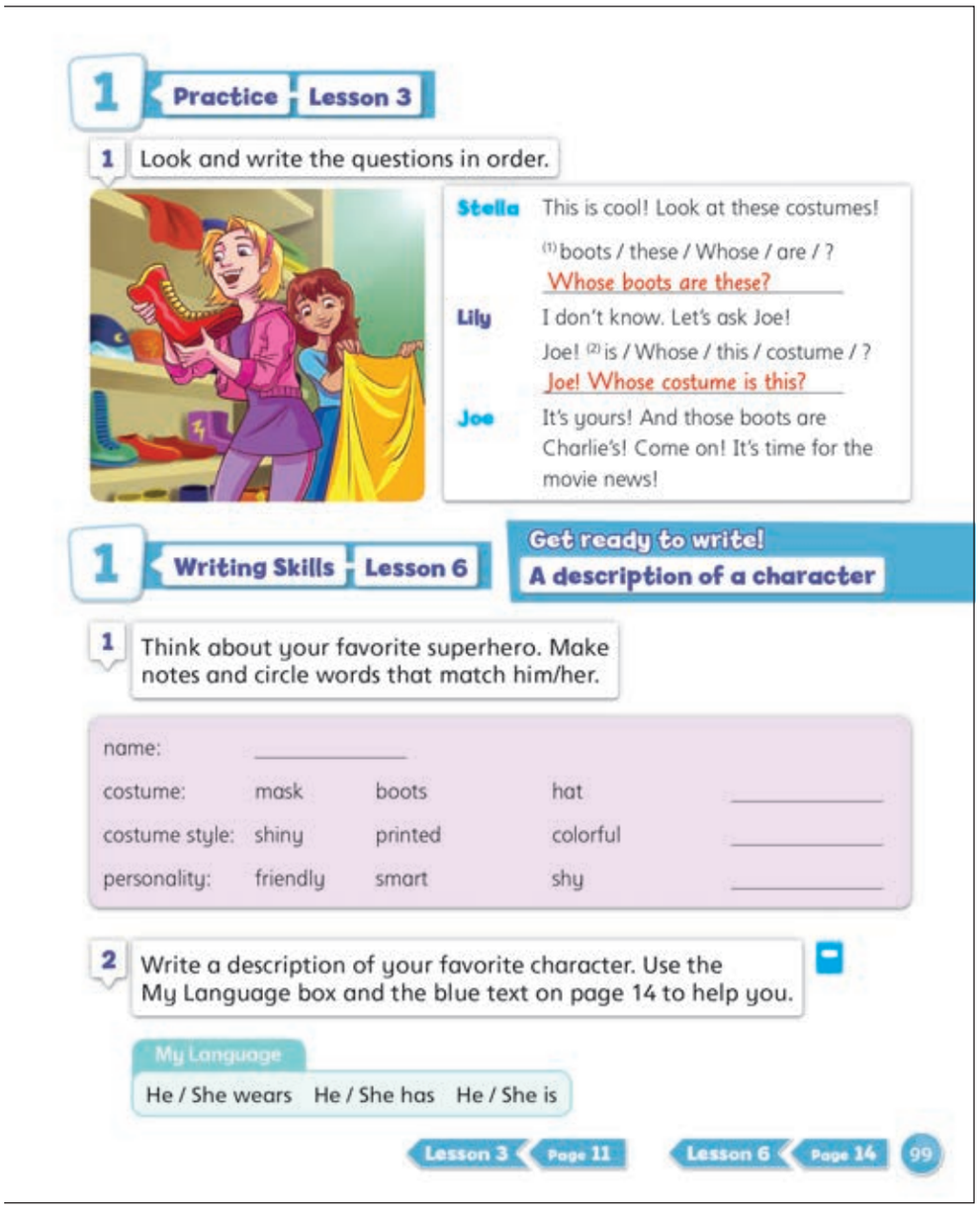

1 Practice Lesson 3

1 Look and write the questions in order.

Stella This is cool! Look at these costumes!
(1) boots / these / Whose / are / ?
Whose boots are these?
Lily I don't know. Let's ask Joe!
Joe! (2) is / Whose / this / costume / ?
Joe! Whose costume is this?
Joe It's yours! And those boots are Charlie's! Come on! It's time for the movie news!

1 Writing Skills Lesson 6

Get ready to write!
A description of a character

1 Think about your favorite superhero. Make notes and circle words that match him/her.

name:				
costume:	mask	boots	hat	
costume style:	shiny	printed	colorful	
personality:	friendly	smart	shy	

2 Write a description of your favorite character. Use the My Language box and the blue text on page 14 to help you.

My Language
He / She wears He / She has He / She is

Lesson 3 Page 11 Lesson 6 Page 14 99

Lesson 3 page 99

1 Look and write the questions in order.

- Show students the dialogue. Explain that they have to put the words in the correct order to make questions.
- Invite a confident student to put the first question in order and write the answer on the board.
- Allow students time to do the activity.
- Check answers by inviting confident students to write the questions on the board. Ask the class to check and make corrections as necessary.
- Invite pairs of students to read aloud the completed dialogue.

Lesson 6 page 99

1 Think about your favorite superhero. Make notes and circle words that match him/her.

- Tell students to think about their favorite superhero. Tell them to write the name of their favorite superhero in the table. Then read out the different features: *costume, costume style, personality,* and explain that students need to circle the words that match their favorite superhero.
- Tell students to make notes in their notebook about their favorite superhero using the words they circled. They can also add different words for each category.

2 Write a description of your favorite character. Use the My Language box and the blue text on page 14 to help you.

- Tell students they are going to write a description of their favorite character.
- Tell students to look at the My Language box and the blue text on page 14 to help them write their description. Explain that students can use the phrases in the box to write their descriptions.
- Complete the activity orally first by reading aloud the phrases in the My Language box and encourage students to make suggestions.
- Allow students time to complete the activity. Move around the class offering help if necessary.
- Invite more confident students to read their character descriptions to the class.

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Unit 2 On Site!
Lesson 2 page 100

1 What can you do with these? Write the action words.

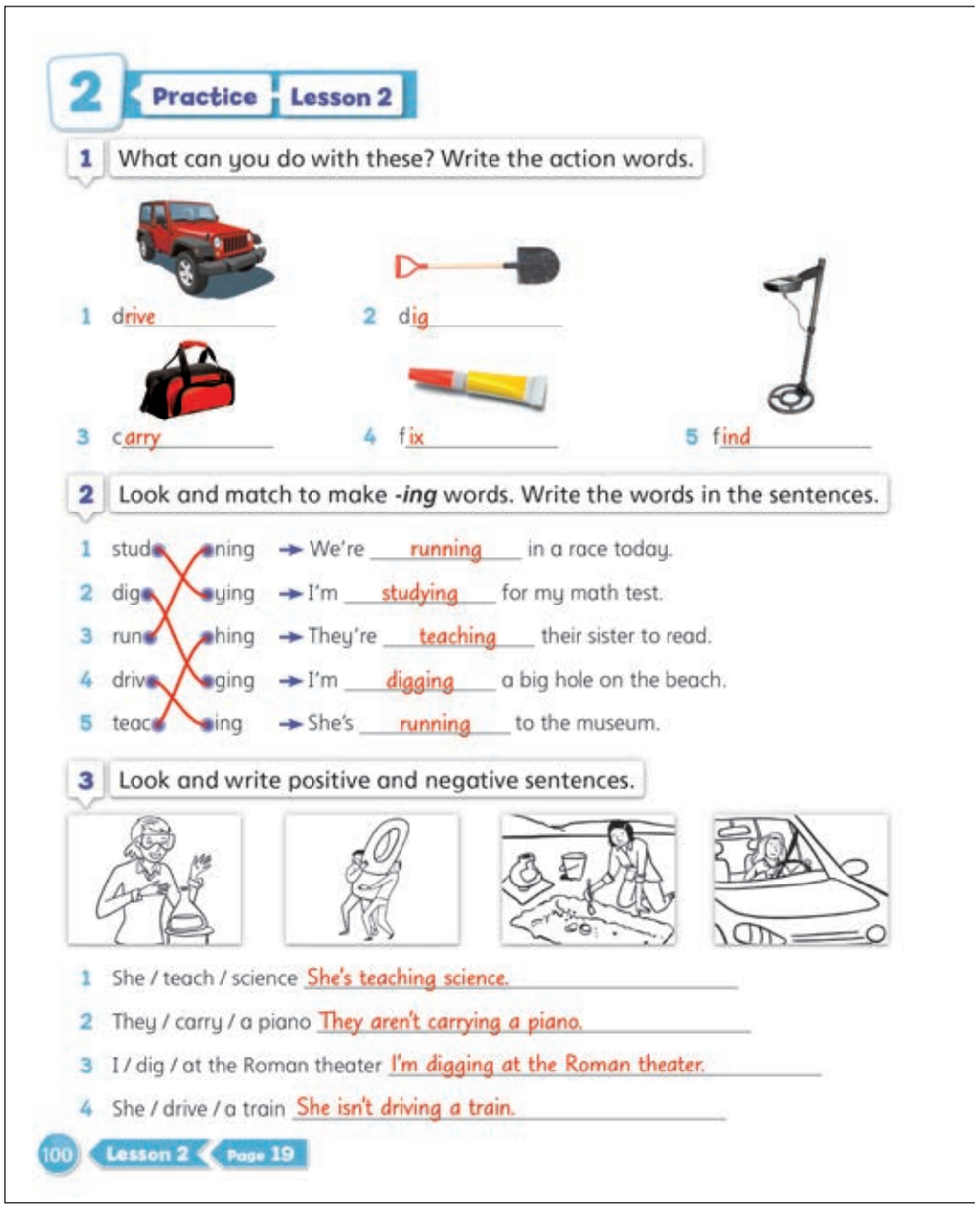
- Point to the pictures and elicit the actions you can do with each (*drive, dig, carry, fix, find*).
- Explain that students need to look at the pictures and write what actions they can do with the objects. Explain that the first letter of the action word is given.
- Allow students time to do the activity.
- Check answers by saying *What's number 1 (drive)?* around the class.

2 Look and match to make *-ing* words. Write the words in the sentences.

- Explain that students need to draw a line to match the two parts of the words and then complete the sentences with the word.
- Point to *stud* and ask a confident student to say the complete word (*studying*). Then ask another student to read out the sentence with the word.
- Allow students time to do the activity.
- Check answers by calling on individual students to read out the sentences.

3 Look and write positive and negative sentences.

- Hold up your Student Book, point to the picture, and ask students what they can see (*a science teacher*). Explain that students have to use the prompts to make positive or negative sentences about the picture.
- Read out the first prompt and invite a confident student to read out the answer (*She's teaching science.*).
- Point to the other pictures and elicit what is happening in each (*The men are carrying an object, she is digging, the woman is driving a car.*).
- Allow students time to do the activity.
- Check answers by asking individuals to read out their sentences.



2 Practice Lesson 2

1 What can you do with these? Write the action words.

1 drive 2 dig 3 carry 4 fix 5 find

2 Look and match to make *-ing* words. Write the words in the sentences.

1 stud + ning → We're running in a race today.
2 dig + ying → I'm studying for my math test.
3 run + hing → They're teaching their sister to read.
4 driv + ging → I'm digging a big hole on the beach.
5 teac + ing → She's running to the museum.

3 Look and write positive and negative sentences.

1 She / teach / science She's teaching science.
2 They / carry / a piano They aren't carrying a piano.
3 I / dig / at the Roman theater I'm digging at the Roman theater.
4 She / drive / a train She isn't driving a train.

100 Lesson 2 Page 19

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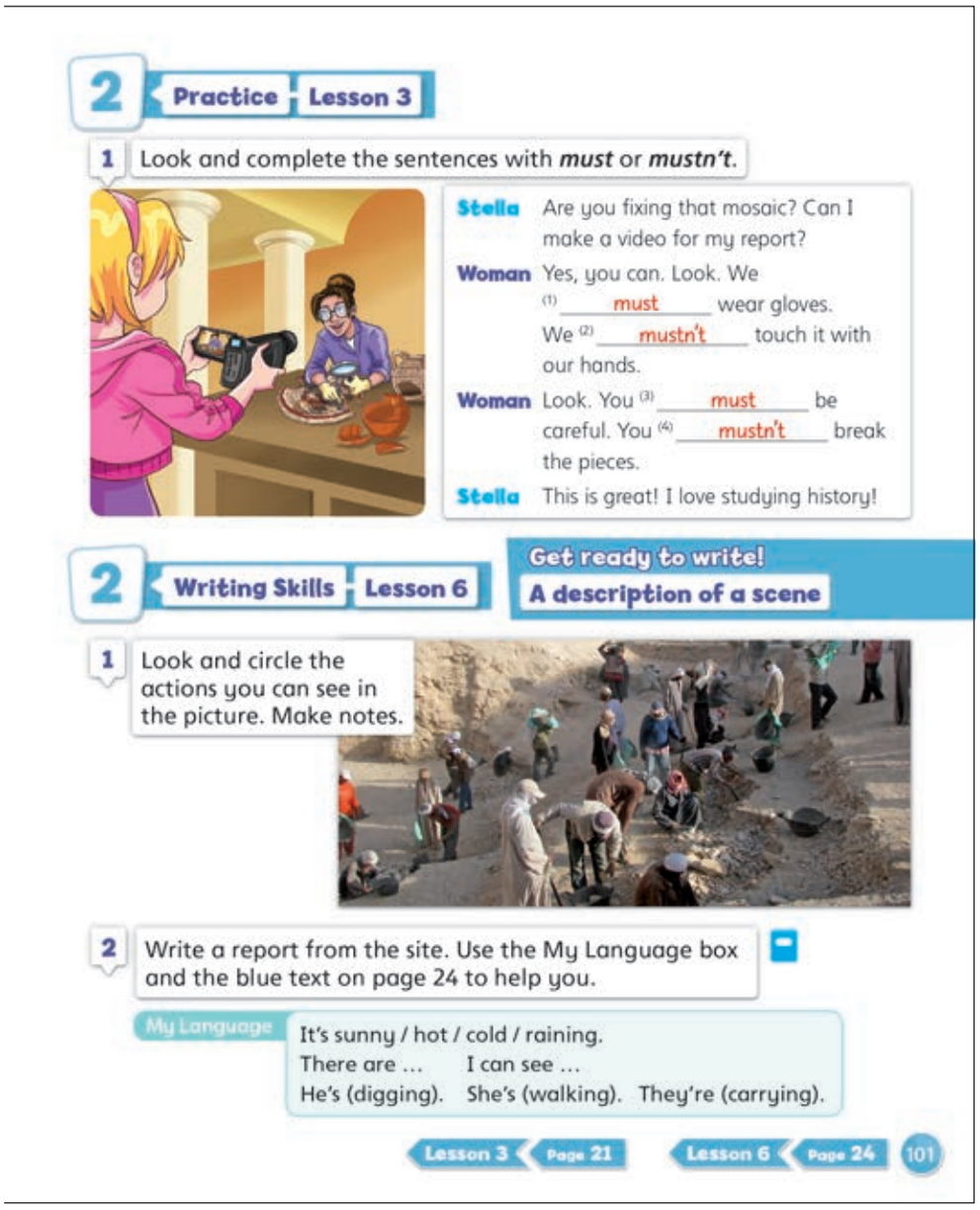

2 Practice Lesson 3

1 Look and complete the sentences with *must* or *mustn't*.

Stella Are you fixing that mosaic? Can I make a video for my report?

Woman Yes, you can. Look. We (1) must wear gloves. We (2) mustn't touch it with our hands.

Woman Look. You (3) must be careful. You (4) mustn't break the pieces.

Stella This is great! I love studying history!

2 Writing Skills Lesson 6

Get ready to write!

A description of a scene

1 Look and circle the actions you can see in the picture. Make notes.

2 Write a report from the site. Use the My Language box and the blue text on page 24 to help you.

My Language

It's sunny / hot / cold / raining.
There are … I can see …
He's (digging). She's (walking). They're (carrying).

Lesson 3 Page 21 Lesson 6 Page 24 101

Lesson 3 page 101

1 Look and complete the sentences with *must* or *mustn't*.

- Show students the dialogue. Explain that they have to complete the gaps in the dialogue with *must* or *mustn't*.
- Confident students can complete the dialogue individually and check answers in pairs. Less confident students can complete it in pairs.
- Allow students time to do the activity.
- Check answers by saying *What's number 1?* etc., and invite students to read out their answers.
- Invite pairs of students to read aloud the completed dialogues.

Lesson 6 page 101

1 Look and circle the actions you can see in the picture. Make notes.

- Tell students to look at the picture and elicit the actions they can see (*dig, find, carry*).
- Tell students to circle the actions in the picture. Then students write the words in their notebook.

ANSWERS

dig find carry

2 Write a report from the site. Use the My Language box and the blue text on page 24 to help you.

- Tell students they are going to write a report from an archeological site.
- Tell students to look at the My Language box and the blue text on page 24 to help them write their report about what they can see/what is happening on the archeological site.
- Complete the activity orally first by reading aloud the sentences and encouraging students to make suggestions.
- Allow students time to complete the activity. Move around the class offering help if necessary.
- Invite more confident students to read their reports to the class.

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Unit 3 Traffic Jam!
Lesson 2 page 102

1 How are they traveling? Write the missing letters.

- Point to the pictures and elicit what transportation they are related to.
- Explain that students need to complete the words with transportation words.
- Allow students time to do the activity.
- Invite pairs of students to read out their answers.

2 Look and complete the sentences about people at the News Studio.

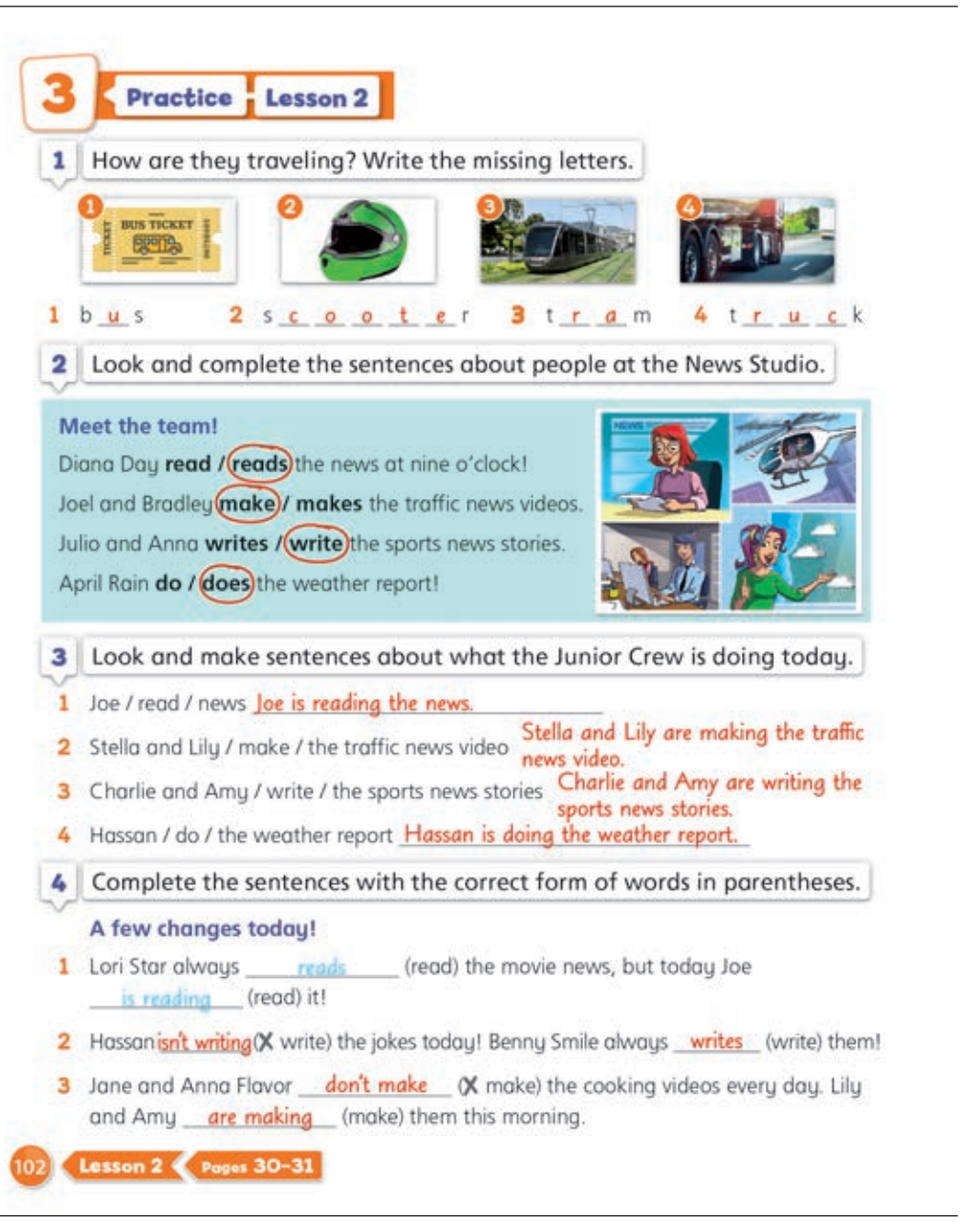
- Tell students to look at the pictures and say what they can see (*people in a news studio*).
- Tell students they need to circle the correct words in the sentences. Invite a confident student to read out the first answer (*reads*).
- Ask *Why is the answer reads?* (*Because it's an action she does every day.*)
- Tell students to complete the activity.
- Invite students to read aloud their answers.

3 Look and make sentences about what the Junior Crew is doing today.

- Explain that students need to use the prompts to write sentences about what the Junior Crew is doing today.
- Ask students to say the sentence for number 1 (*Joe is reading the news*). Ask students why they need to use *be* + *-ing* *(because the action is happening now/ today).*
- Tell students to do the activity.
- Check answers by asking pairs of students to read out their sentences.

4 Complete the sentences with the correct form of words in parentheses.

- Explain that students have to read the text and put the verbs in parentheses in the present simple or the present continuous.
- Read out the sentence with the sample answer. Ask students why the answer is *reads (because it's an action Lori always does*). Ask why the second answer is *is reading* (*because it is an action that Joe is doing today*).
- Allow students time to do the activity.
- Check answers by asking individual students to read out the completed sentences.



3 Practice Lesson 2

1 How are they traveling? Write the missing letters.

1 b u s 2 s c o o t e r 3 t r a m 4 t r u c k

2 Look and complete the sentences about people at the News Studio.

Meet the team!

Diana Day **read** / **reads** the news at nine o'clock!
Joel and Bradley **make** / **makes** the traffic news videos.
Julio and Anna **writes** / **write** the sports news stories.
April Rain **do** / **does** the weather report!

3 Look and make sentences about what the Junior Crew is doing today.

1 Joe / read / news Joe is reading the news.
2 Stella and Lily / make / the traffic news video Stella and Lily are making the traffic news video.
3 Charlie and Amy / write / the sports news stories Charlie and Amy are writing the sports news stories.
4 Hassan / do / the weather report Hassan is doing the weather report.

4 Complete the sentences with the correct form of words in parentheses.

A few changes today!

1 Lori Star always reads (read) the movie news, but today Joe is reading (read) it!
2 Hassan isn't writing (✗ write) the jokes today! Benny Smile always writes (write) them!
3 Jane and Anna Flavor don't make (✗ make) the cooking videos every day. Lily and Amy are making (make) them this morning.

102 Lesson 2 Pages 30–31

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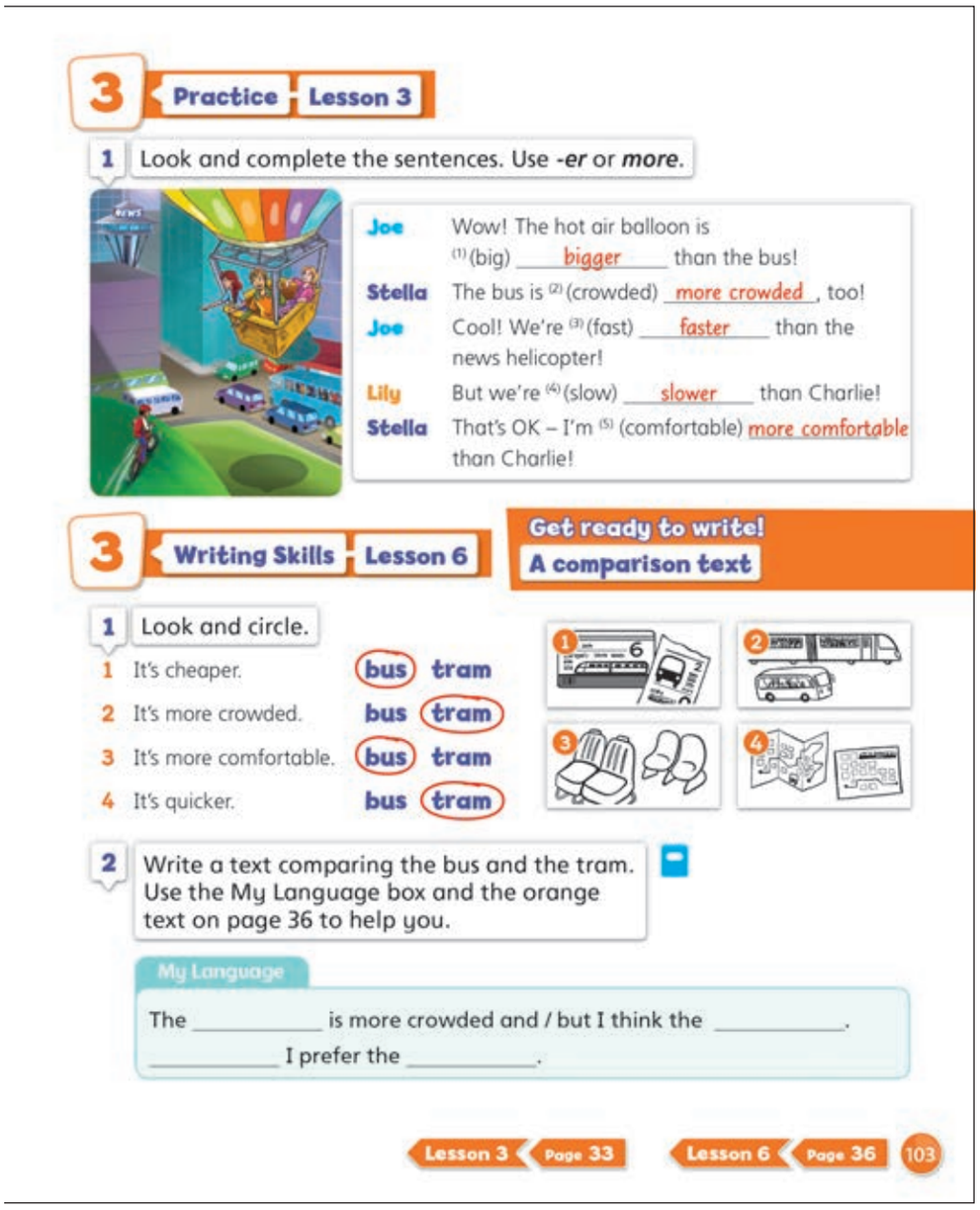

3 Practice Lesson 3

1 Look and complete the sentences. Use *-er* or *more*.

Joe Wow! The hot air balloon is (1) (big) bigger than the bus!
Stella The bus is (2) (crowded) more crowded, too!
Joe Cool! We're (3) (fast) faster than the news helicopter!
Lily But we're (4) (slow) slower than Charlie!
Stella That's OK – I'm (5) (comfortable) more comfortable than Charlie!

3 Writing Skills Lesson 6

Get ready to write!
A comparison text

1 Look and circle.

1 It's cheaper. bus tram
2 It's more crowded. bus tram
3 It's more comfortable. bus tram
4 It's quicker. bus tram

2 Write a text comparing the bus and the tram. Use the My Language box and the orange text on page 36 to help you.

My Language

The _____ is more crowded and / but I think the _____. _____ I prefer the _____.

Lesson 3 Page 33 Lesson 6 Page 36 103

Lesson 3 page 103

1 Look and complete the sentences. Use *-er* or *more*.

- Ask students to look at the picture and say what they can see. Show students the dialogue. Explain that they have to add *-er* or *more* to the adjective in brackets to complete the dialogue.
- Students complete the dialogue. Confident students can complete the dialogue individually and check answers in pairs. Less confident students can complete it in pairs.
- Check the answers with the class. Ask confident students to write the answers on the board.
- Invite pairs of students to read aloud the completed dialogue.

Lesson 6 page 103

1 Look and circle.

- Tell students to look at picture number 1 and say what they can see (*bus and tram tickets*). Ask *How much is the bus ($2)?* Then ask *How much is the tram ($6)?* Then read aloud the sentence and say which is the correct answer (*bus*). Tell students to circle *bus*.
- Allow time for students to complete the activity.
- Then check answers by reading out the sentences and asking individuals to say the answer.

2 Write a text comparing the bus and the tram. Use the My Language box and the orange text on page 36 to help you.

- Tell students they are going to write a text comparing the bus and the tram.
- Tell students to look at the My Language box and the orange text on page 36 to help them write their description.
- Complete the activity orally first by reading aloud the sentences and encouraging students to suggest words to complete the gaps.
- Allow students time to complete the activity. Move around the class offering help if necessary.
- Invite some students to read their texts to the class.

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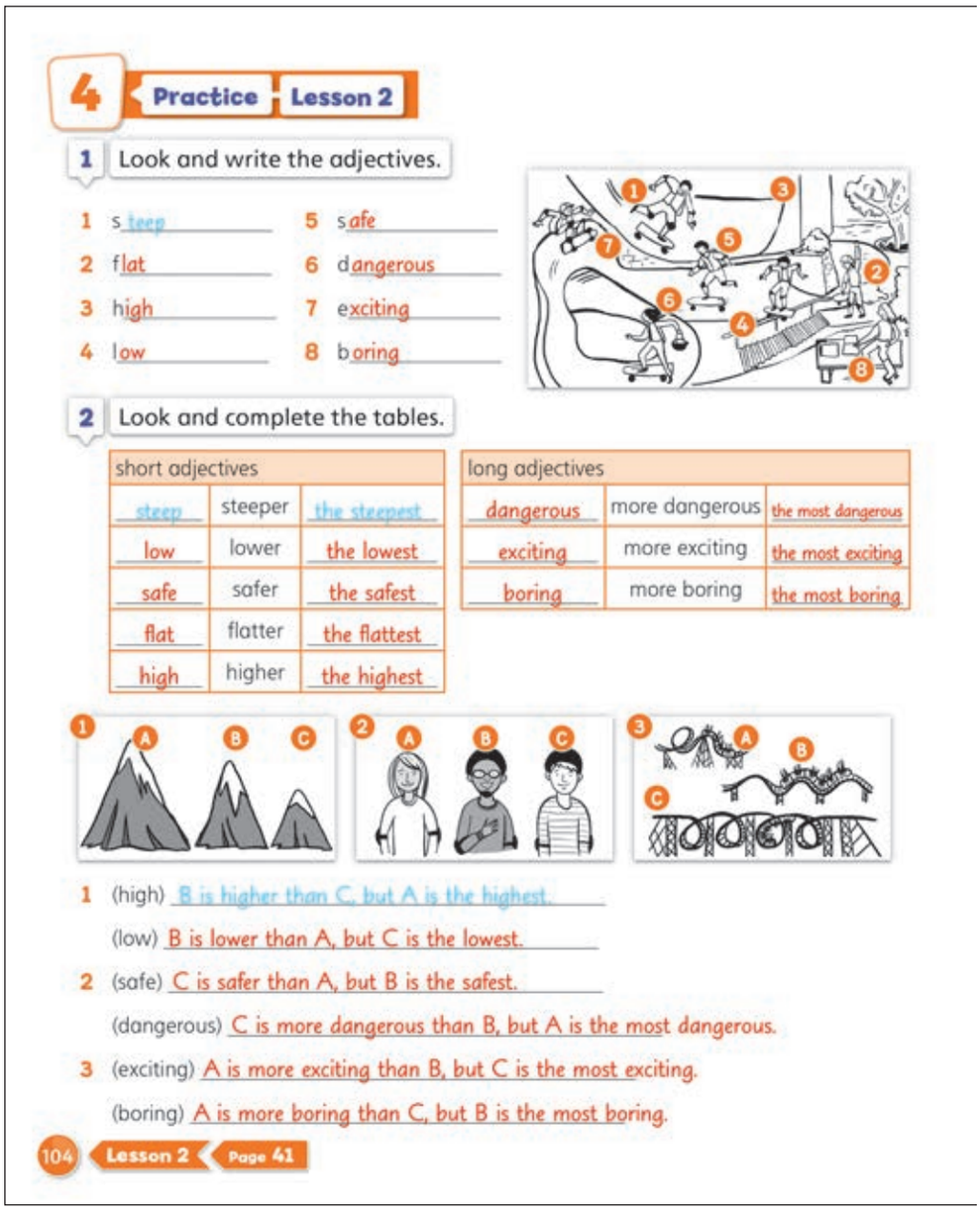
Unit 4 Ready, Set, Go!
Lesson 2 page 104

1 Look and write the adjectives.

- Point to the picture and elicit the adjectives (*steep, flat, high, low, safe, dangerous, exciting, boring*).
- Explain that students need to look at the people in the picture and the first letters of the adjectives. Then they complete the words. Read out the example answer.
- Allow students time to do the activity.
- Invite pairs of students to read out their answers.

2 Look and complete the tables.

- Tell students to look at the table and read out the example answer. Say *lower* and ask students to say the answers (*low, lowest*).
- Tell students to complete the tables.
- Invite students to read aloud their answers.
- Explain that students need to look at the pictures. Then they write sentences comparing the items using the adjectives in brackets.
- Point to the first picture and ask students what they can see (*3 mountains*). Ask questions to check understanding: *Is A the lowest?* (*No.*) *Is C the lowest?* (*Yes.*) *Is B lower than C?* (*No.*)
- Read out the example sentence and then elicit the second sentence (*B is lower than A, but C is the lowest.*).
- Tell students to do the activity.
- Check answers by asking pairs of students to read out their sentences.



4 Practice Lesson 2

1 Look and write the adjectives.

1 steep
2 flat
3 high
4 low
5 safe
6 dangerous
7 exciting
8 boring

2 Look and complete the tables.

short adjectives		
steep	steeper	the steepest
low	lower	the lowest
safe	safer	the safest
flat	flatter	the flattest
high	higher	the highest

long adjectives		
dangerous	more dangerous	the most dangerous
exciting	more exciting	the most exciting
boring	more boring	the most boring

1 (high) B is higher than C, but A is the highest.
(low) B is lower than A, but C is the lowest.
2 (safe) C is safer than A, but B is the safest.
(dangerous) C is more dangerous than B, but A is the most dangerous.
3 (exciting) A is more exciting than B, but C is the most exciting.
(boring) A is more boring than C, but B is the most boring.

104 Lesson 2 Page 41

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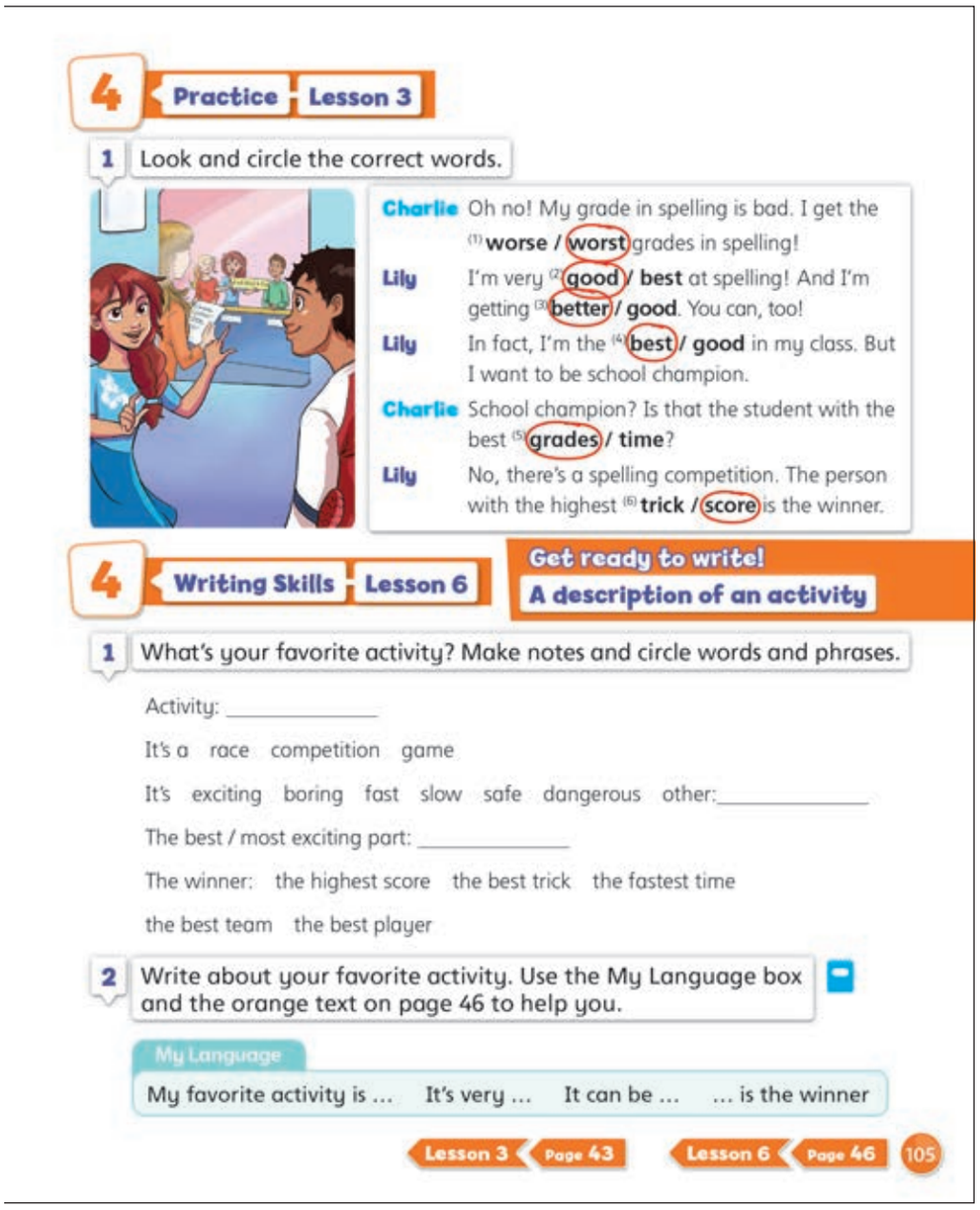

4 Practice Lesson 3

1 Look and circle the correct words.

Charlie Oh no! My grade in spelling is bad. I get the (1) worse / worst grades in spelling!

Lily I'm very (2) good / best at spelling! And I'm getting (3) better / good. You can, too!

Lily In fact, I'm the (4) best / good in my class. But I want to be school champion.

Charlie School champion? Is that the student with the best (5) grades / time?

Lily No, there's a spelling competition. The person with the highest (6) trick / score is the winner.

4 Writing Skills Lesson 6

Get ready to write!

A description of an activity

1 What's your favorite activity? Make notes and circle words and phrases.

Activity: _____

It's a race competition game

It's exciting boring fast slow safe dangerous other: _____

The best / most exciting part: _____

The winner: the highest score the best trick the fastest time

the best team the best player

2 Write about your favorite activity. Use the My Language box and the orange text on page 46 to help you.

My Language

My favorite activity is ... It's very ... It can be ... ... is the winner

Lesson 3 Page 43 Lesson 6 Page 46 105

Lesson 3 page 105

1 Look and circle the correct words.

- Ask students to look at the picture and say what they can see. Show students the dialogue. Explain that they have to circle the correct words.
- Students complete the dialogue. Confident students can complete the dialogue individually and check answers in pairs. Less confident students can complete it in pairs.
- Invite pairs of students to read aloud the completed dialogue.

Lesson 6 page 105

1 What's your favorite activity? Make notes and circle words and phrases.

- Ask students what their favorite activities are. Then tell students to write their favorite activities in their Student Books. Tell students to read the text and choose words to circle.
- Allow time for students to complete the activity.
- Ask a few students to read aloud sentences from the text.

2 Write about your favorite activity. Use the My Language box and the orange text on page 46 to help you.

- Tell students they are going to write a text about their favorite activity.
- Tell students to look at the My Language box and the orange text on page 46 to help them write their description.
- Complete the activity orally first by reading aloud the phrases in the My Language box and encouraging students to give suggestions.
- Allow students time to complete the activity. Move around the class offering help if necessary.
- Invite some students to read their texts to the class.

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Unit 5 Art on the Beach
Lesson 2 page 106

1 Look and find eight words. Write them in the correct list.

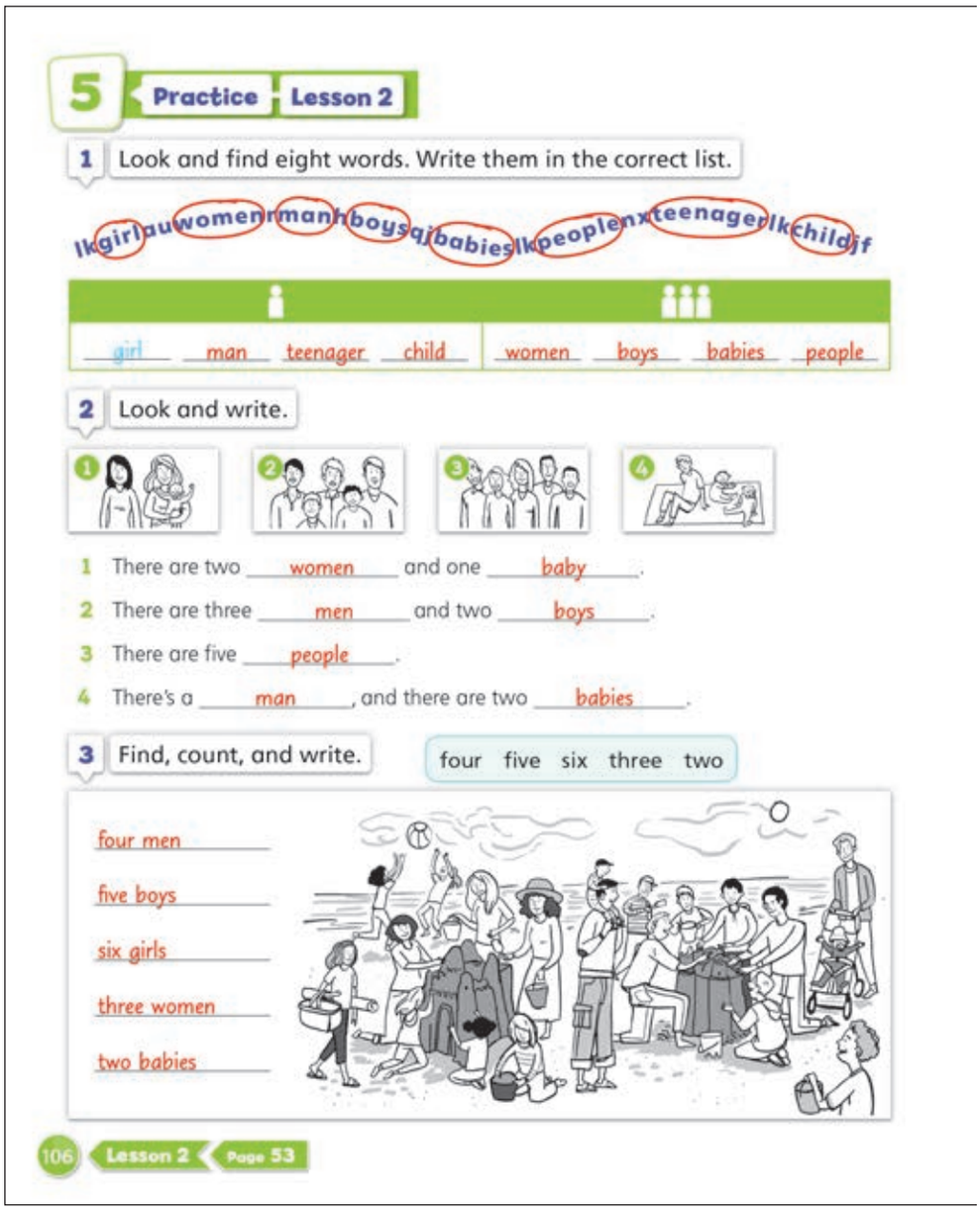
- Tell students to read the puzzle and circle the words.
- Demonstrate with the first word. Hold up your book, run your finger along the word snake until you get to *g*. Then spell out the word (*girl*) and circle it.
- Allow students time to do the activity.
- Invite pairs of students to read out their answers.
- Then tell students to look at the table and explain that they have to write the words in the correct column.
- For less confident students, you could draw the table on the board and ask students to tell you the words for each column while you write them. Confident students can do the activity individually, then check answers in pairs.
- To check answers, copy the table onto the board and invite students to write the words in the correct column.

2 Look and write.

- Tell students to look at the pictures and say what they can see in each one (*women, a baby, boys, men, people, children*).
- Read aloud the first sentence and ask students to say the answers. Then tell students to do the activity.
- Invite students to read aloud their answers.

3 Find, count, and write.

- Explain that students need to look at the picture, count the people, and write the numbers on the lines.
- Ask students how many men there are (*four*). Tell students to write *four men*.
- Allow students to complete the activity.


5 Practice Lesson 2
1 Look and find eight words. Write them in the correct list.
girl man teenager child
women boys babies people
2 Look and write.
1 There are two women and one baby.
2 There are three men and two boys.
3 There are five people.
4 There's a man, and there are two babies.
3 Find, count, and write.
four five six three two
four men
five boys
six girls
three women
two babies
106 Lesson 2 Page 53

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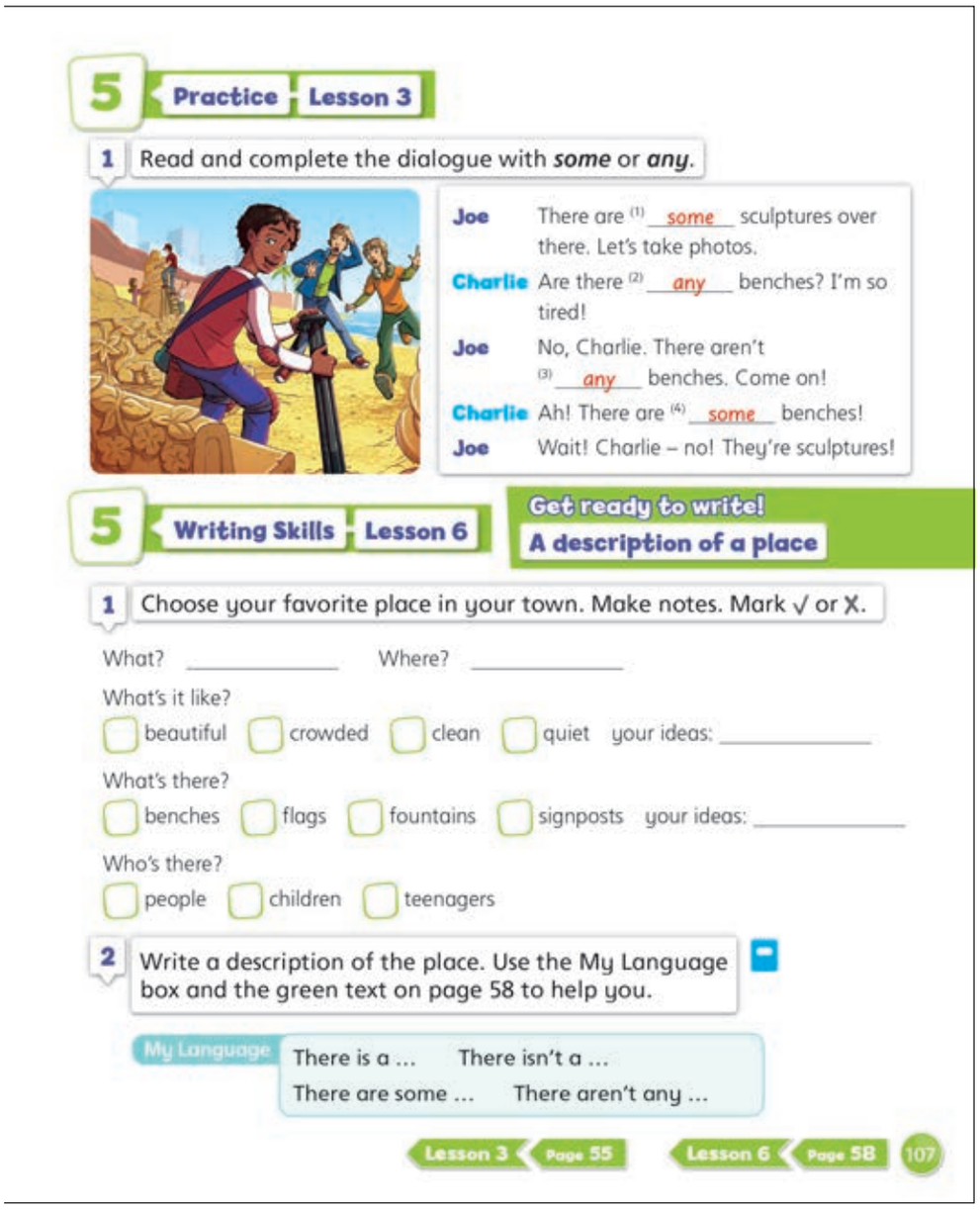

5 Practice Lesson 3

1 Read and complete the dialogue with *some* or *any*.

Joe There are (1) some sculptures over there. Let's take photos.
Charlie Are there (2) any benches? I'm so tired!
Joe No, Charlie. There aren't (3) any benches. Come on!
Charlie Ah! There are (4) some benches!
Joe Wait! Charlie – no! They're sculptures!

5 Writing Skills Lesson 6

Get ready to write!
A description of a place

1 Choose your favorite place in your town. Make notes. Mark ✓ or ✗.

What? _____ Where? _____

What's it like?
☐ beautiful ☐ crowded ☐ clean ☐ quiet your ideas: _____

What's there?
☐ benches ☐ flags ☐ fountains ☐ signposts your ideas: _____

Who's there?
☐ people ☐ children ☐ teenagers

2 Write a description of the place. Use the My Language box and the green text on page 58 to help you.

My Language
There is a … There isn't a …
There are some … There aren't any …

Lesson 3 Page 55 Lesson 6 Page 58 107

Lesson 3 page 107

1 Read and complete the dialogue with *some* or *any*.

- Ask students to look at the picture and say what they can see.
- Show students the dialogue. Explain that they have to write *some* or *any*.
- Students complete the dialogue. Confident students can complete the dialogue individually and check answers in pairs. Less confident students can complete it in pairs.
- Invite pairs of students to read aloud the completed dialogue.

Lesson 6 page 107

1 Choose your favorite place in your town. Make notes. Mark ✓ or ✗.

- Ask students to think about their favorite place. Then ask a confident student *What is it? Where is it? What's it like?* Explain that students have to check or cross the adjectives that describe their favorite place.
- Allow time for students to complete the activity.
- Then ask some students to read out their answers.

2 Write a description of the place. Use the My Language box and the green text on page 58 to help you.

- Tell students they are going to write a description of their favorite place.
- Tell students to look at the My Language box and the green text on page 58 to help them write their description.
- Complete the activity orally first by reading aloud the phrases in the My Language box and encourage students to make suggestions.
- Allow students time to complete the activity. Move around the class offering help if necessary.
- Invite some students to read their texts.

Notes

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Unit 6 In the Kitchen!
Lesson 2 page 108

1 Look and solve the code. What does Lily want to make?

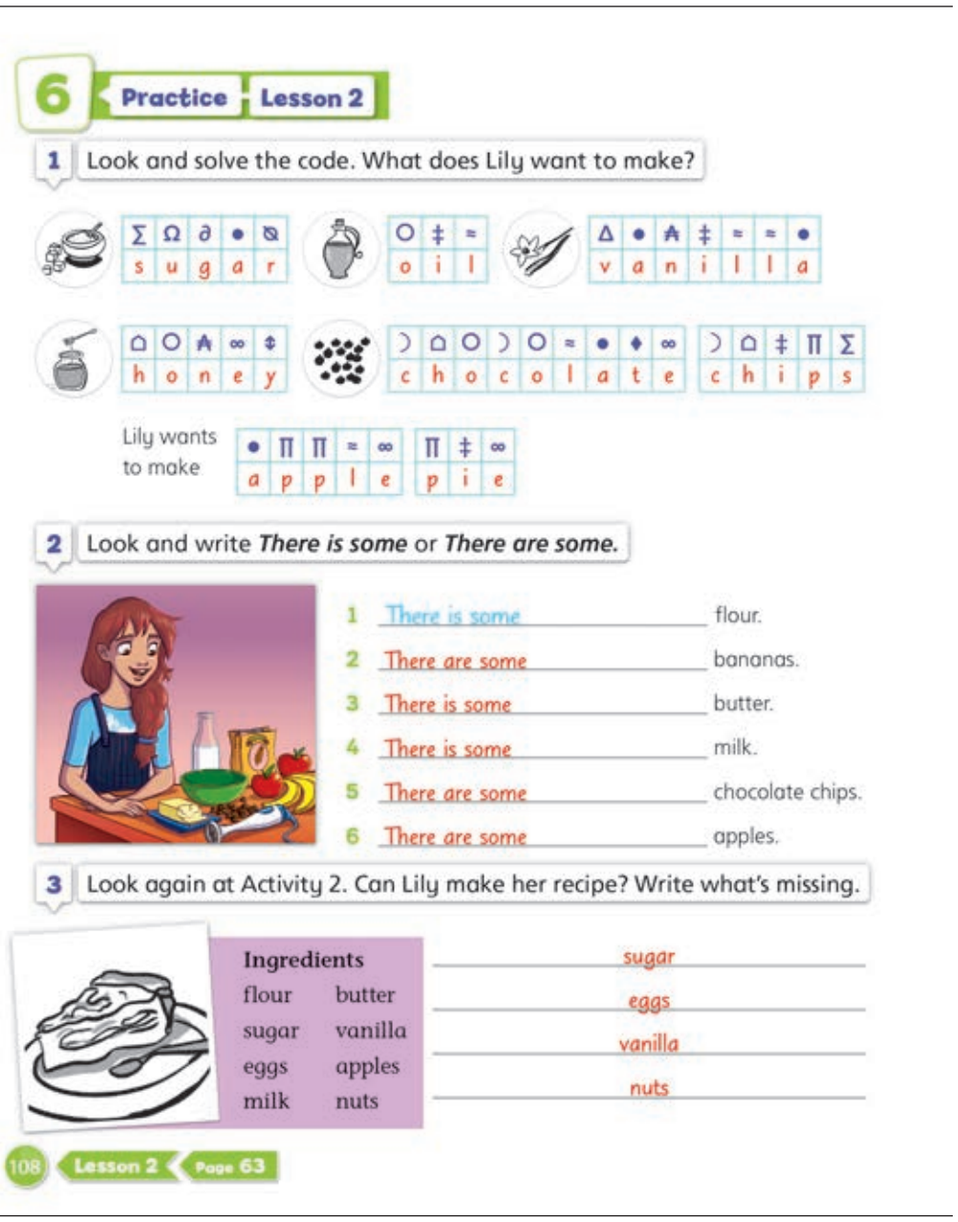
- Point to the pictures and ask students to say the words (*sugar, oil, vanilla, honey, chocolate chips*).
- Tell students to write the words in the puzzle and then use the symbols to write what Lily wants to make.
- Confident students can complete the puzzle individually then check answers in pairs. If you have less confident students, you could copy the puzzle boxes onto the board, then ask students to call out the letters to the words as you complete each word. They can then copy it into their Student Books and use the letters to work out the code.

2 Look and write *There is some* or *There are some*.

- Tell students to look at the picture and say what they can see (*flour, milk, butter, apples, bananas, chocolate chips*).
- Explain that students have to look and complete the sentences. Read out the example answer. Ask students *Can you count flour (no)?* Ask a confident student to say the answer for number 2 (*There are some*). Ask students *Can you count bananas* (*yes*)*?*
- Allow students time to complete the activity.
- Invite students to read aloud their answers.

3 Look again at Activity 2. Can Lily make her recipe? Write what's missing.

- Explain that students need to look at the picture in activity 2 and look for what ingredients are missing. Ask students *What is Lily making* (*apple pie*)*?*
- Check answers by asking students to read out the missing ingredients.



6 Practice Lesson 2

1 Look and solve the code. What does Lily want to make?

s u g a r

o i l

v a n i l l a

h o n e y

c h o c o l a t e

c h i p s

Lily wants to make: a p p l e p i e

2 Look and write *There is some* or *There are some*.

1 There is some flour.
2 There are some bananas.
3 There is some butter.
4 There is some milk.
5 There are some chocolate chips.
6 There are some apples.

3 Look again at Activity 2. Can Lily make her recipe? Write what's missing.

Ingredients
flour butter
sugar vanilla
eggs apples
milk nuts

sugar
eggs
vanilla
nuts

108 Lesson 2 Page 63

Notes

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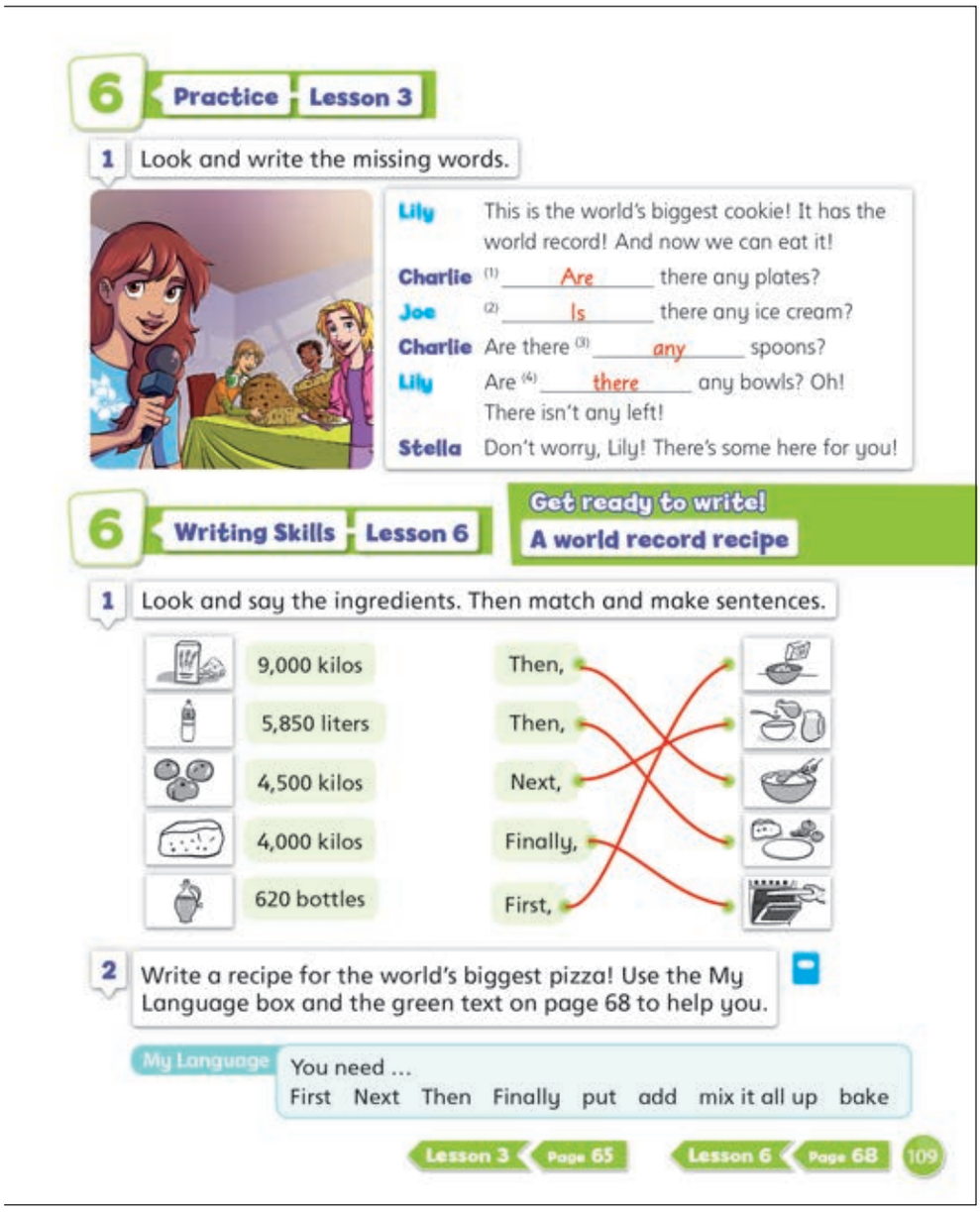

6 Practice Lesson 3

1 Look and write the missing words.

Lily This is the world's biggest cookie! It has the world record! And now we can eat it!
Charlie (1) Are there any plates?
Joe (2) Is there any ice cream?
Charlie Are there (3) any spoons?
Lily Are (4) there any bowls? Oh! There isn't any left!
Stella Don't worry, Lily! There's some here for you!

6 Writing Skills Lesson 6

Get ready to write!
A world record recipe

1 Look and say the ingredients. Then match and make sentences.

9,000 kilos
5,850 liters
4,500 kilos
4,000 kilos
620 bottles

Then,
Then,
Next,
Finally,
First,

2 Write a recipe for the world's biggest pizza! Use the My Language box and the green text on page 68 to help you.

My Language
You need ...
First Next Then Finally put add mix it all up bake

Lesson 3 Page 65 Lesson 6 Page 68 109

Lesson 3 page 109

1 Look and write the missing words.

- Ask students to look at the picture and say what they can see.
- Show students the dialogue. Explain that they have to write the missing words.
- Students complete the dialogue. Confident students can complete the dialogue individually and check answers in pairs. Less confident students can complete it in pairs.
- Invite pairs of students to read aloud the completed dialogue.

Lesson 6 page 109

1 Look and say the ingredients. Then match and make sentences.

- Point to each of the ingredients and ask students to say the words (*flour, water, tomatoes, cheese, oil*). Ask students to say the quantity and the ingredient, e.g. *9 thousand kilos of flour.*
- Tell students to do this with the other ingredients. They can do this in pairs or you can do it as a whole class (*five thousand, eight hundred fifty liters of water; four thousand five hundred kilos of tomatoes; four thousand kilos of cheese; six hundred twenty bottles of oil*).
- Next, tell students to look at the cooking instructions and the sequence words. Explain that students have to match the words to the instructions in the correct order. Point to the first picture and ask students to say what it matches to (*First,*). Then students make their own sentences, e.g. *First, put the flour in a bowl.*
- Allow students time to do the activity.
- Check answers by asking individual students to read aloud their sentences.
- Finally, ask students what they think the ingredients could be used to make.

2 Write a recipe for the world's biggest pizza! Use the My Language box and the green text on page 68 to help you.

- Tell students they are going to write a recipe for the world's biggest pizza.
- Tell students to look at the My Language box and the green text on page 68 to help them write their description.
- Complete the activity orally first by reading aloud the words in the My Language box and encourage students to make suggestions.
- Allow students time to complete the activity. Move around the class offering help if necessary.
- Invite some students to read their recipes.

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Unit 7 School Days!
Lesson 2 page 110

1 Look and write the places.

- Point to the pictures and ask students to name the places around school (*cafeteria, hallway, music room, schoolyard, classroom*).
- Tell students to write the words under the pictures.
- To check answers, invite students to point to the pictures and say the correct words.

2 Look and correct the sentences.

- Explain that the pictures are from last Saturday at 4 o'clock. Point to the first picture and ask students who they can see and where they were last Saturday (*Amy in the cafeteria*). Read out the first sentence and ask if it is correct (*No*). Read the sample answer and ask students to complete it (*She was in the cafeteria*).
- Point to the remaining pictures and ask students what they can see (*Charlie was in the music room, Joe was in the gym, Stella was in the schoolyard*).
- Allow students to complete the activity.
- Invite students to read aloud their answers.

3 Look and write sentences with *was* or *wasn't*.

- Point to the picture of Lily and ask *Who is it?* Point to the pictures of the places and ask *Where are they (the supermarket/library)?* Point to the picture of Hassan and ask *Who is it* (*Hassan*)*?* Point to the pictures and ask *Where are they (the museum/the news studio)?*
- Tell students to look at the pictures and the ✓/✗, and complete the sentences with *was* or *wasn't*.
- Ask students to say the first sentence for Lily (*Lily wasn't at the supermarket. She was at the library*).
- Allow students to do the activity.
- To check answers, ask individuals to read out their sentences.

7 Practice Lesson 2

1 Look and write the places.

1 cafeteria 2 hallway 3 music room 4 schoolyard 5 classroom

2 Look and correct the sentences.

Last Saturday at four o'clock …

1 Amy was in the hallway. She wasn't in the hallway. She was in the cafeteria.
2 Charlie was in the science lab. He wasn't in the science lab. He was in the music room.
3 Joe was in the assembly hall. He wasn't in the assembly hall. He was in the gym.
4 Stella was in the classroom. She wasn't in the classroom. She was in the schoolyard.

3 Look and write sentences with *was* or *wasn't*.

news studio library supermarket museum

Lily wasn't in the supermarket. She was in the library.
Hassan wasn't in the museum. He was in the news studio.

110 Lesson 2 Page 75

Notes

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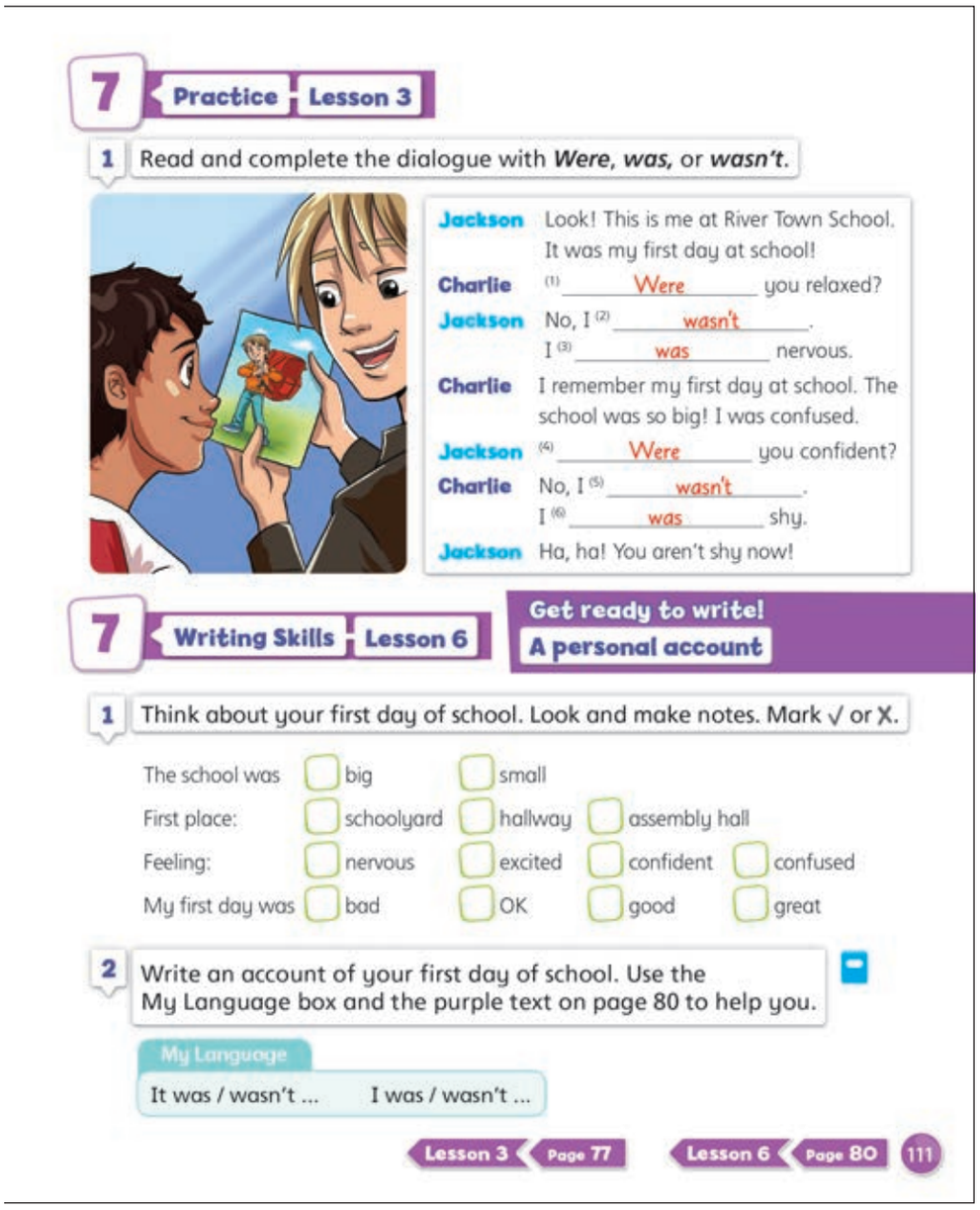

7 Practice Lesson 3

1 Read and complete the dialogue with *Were*, *was*, or *wasn't*.

Jackson Look! This is me at River Town School. It was my first day at school!
Charlie (1) Were you relaxed?
Jackson No, I (2) wasn't. I (3) was nervous.
Charlie I remember my first day at school. The school was so big! I was confused.
Jackson (4) Were you confident?
Charlie No, I (5) wasn't. I (6) was shy.
Jackson Ha, ha! You aren't shy now!

7 Writing Skills Lesson 6

Get ready to write!
A personal account

1 Think about your first day of school. Look and make notes. Mark ✓ or ✗.

The school was	☐ big	☐ small		
First place:	☐ schoolyard	☐ hallway	☐ assembly hall	
Feeling:	☐ nervous	☐ excited	☐ confident	☐ confused
My first day was	☐ bad	☐ OK	☐ good	☐ great

2 Write an account of your first day of school. Use the My Language box and the purple text on page 80 to help you.

My Language
It was / wasn't ... I was / wasn't ...

Lesson 3 Page 77 Lesson 6 Page 80 111

Lesson 3 page 111

1 Read and complete the dialogue with *Were*, *was*, or *wasn't*.

- Ask students to look at the pictures and say what they can see. Show students the dialogue. Explain that they have to write *were*, *was,* or *wasn't* on the lines.
- Students complete the dialogue. Confident students can complete the dialogue individually and check answers in pairs. Less confident students can complete it in pairs.
- Invite pairs of students to read aloud the completed dialogue.

Lesson 6 page 111

1 Think about your first day of school. Look and make notes. Mark ✓ or ✗.

- Tell students to think about their first day at school. Explain that they have to read the sentences and check the words that describe their first day. Ask a confident student to read out the first sentence and say which words they want to check and cross.
- Tell students to make a ✓ or ✗ in the boxes next to the words and make notes about their first day.

2 Write an account of your first day of school. Use the My Language box and the purple text on page 80 to help you.

- Tell students they are going to write a story about their first day at school.
- Tell students to look at the My Language box and the purple text on page 80 to help them write their story.
- Complete the activity orally first by reading aloud the words in the My Language box and encourage students to make suggestions.
- Allow students time to complete the activity. Move around the class offering help if necessary.
- Invite some students to read their stories.

Notes

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Unit 8 Around the World!
Lesson 2 page 112

1 Look and write the country or the nationality.

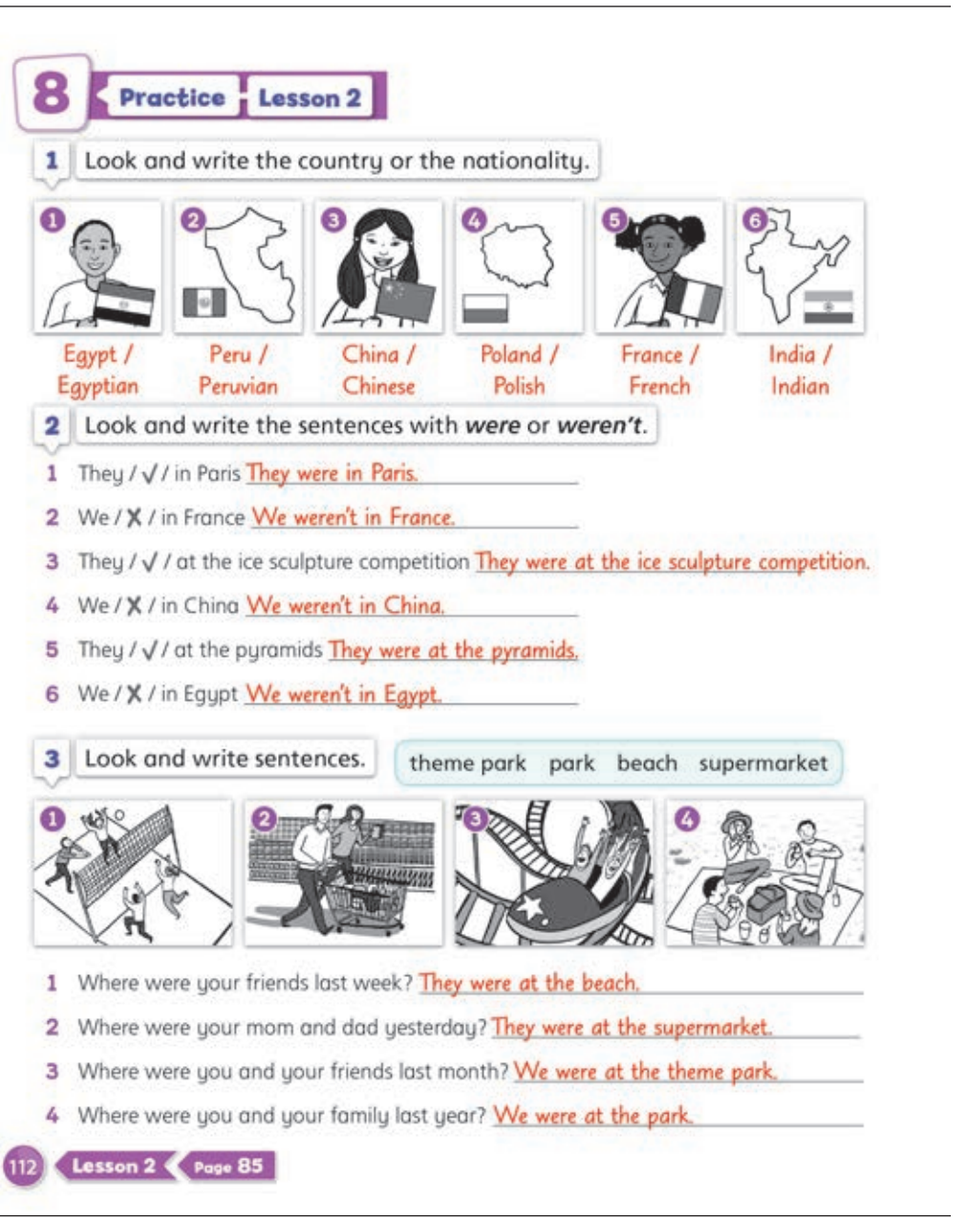
- Point to the pictures and elicit the countries or nationalities (*Egypt, Peru, China, Poland, France, India*).
- Tell students to write the words under the pictures.
- To check answers, invite students to point to the pictures and say the correct words.

2 Look and write the sentences with *were* or *weren't*.

- Explain that students have to use the prompts and ✓/✗ to write sentences with *were* or *weren't*.
- Read out the first prompt and ask students to say the answer (*They were in Paris.*).
- Allow students to complete the activity.
- Invite students to read aloud their answers.

3 Look and write sentences.

- Point to the pictures and ask students to say what they can see (*people playing volleyball at the beach, people shopping, amusement park, people at the park*).
- Explain that students have to look at the pictures, write sentences using the words in the box, and *was* or *were*.
- Allow students to do the activity.
- To check answers, ask individual students to read out their sentences.



8 Practice Lesson 2

1 Look and write the country or the nationality.

1 Egypt / Egyptian
2 Peru / Peruvian
3 China / Chinese
4 Poland / Polish
5 France / French
6 India / Indian

2 Look and write the sentences with *were* or *weren't*.

1 They / ✓ / in Paris They were in Paris.
2 We / ✗ / in France We weren't in France.
3 They / ✓ / at the ice sculpture competition They were at the ice sculpture competition.
4 We / ✗ / in China We weren't in China.
5 They / ✓ / at the pyramids They were at the pyramids.
6 We / ✗ / in Egypt We weren't in Egypt.

3 Look and write sentences. theme park park beach supermarket

1 Where were your friends last week? They were at the beach.
2 Where were your mom and dad yesterday? They were at the supermarket.
3 Where were you and your friends last month? We were at the theme park.
4 Where were you and your family last year? We were at the park.

112 Lesson 2 Page 85

Notes

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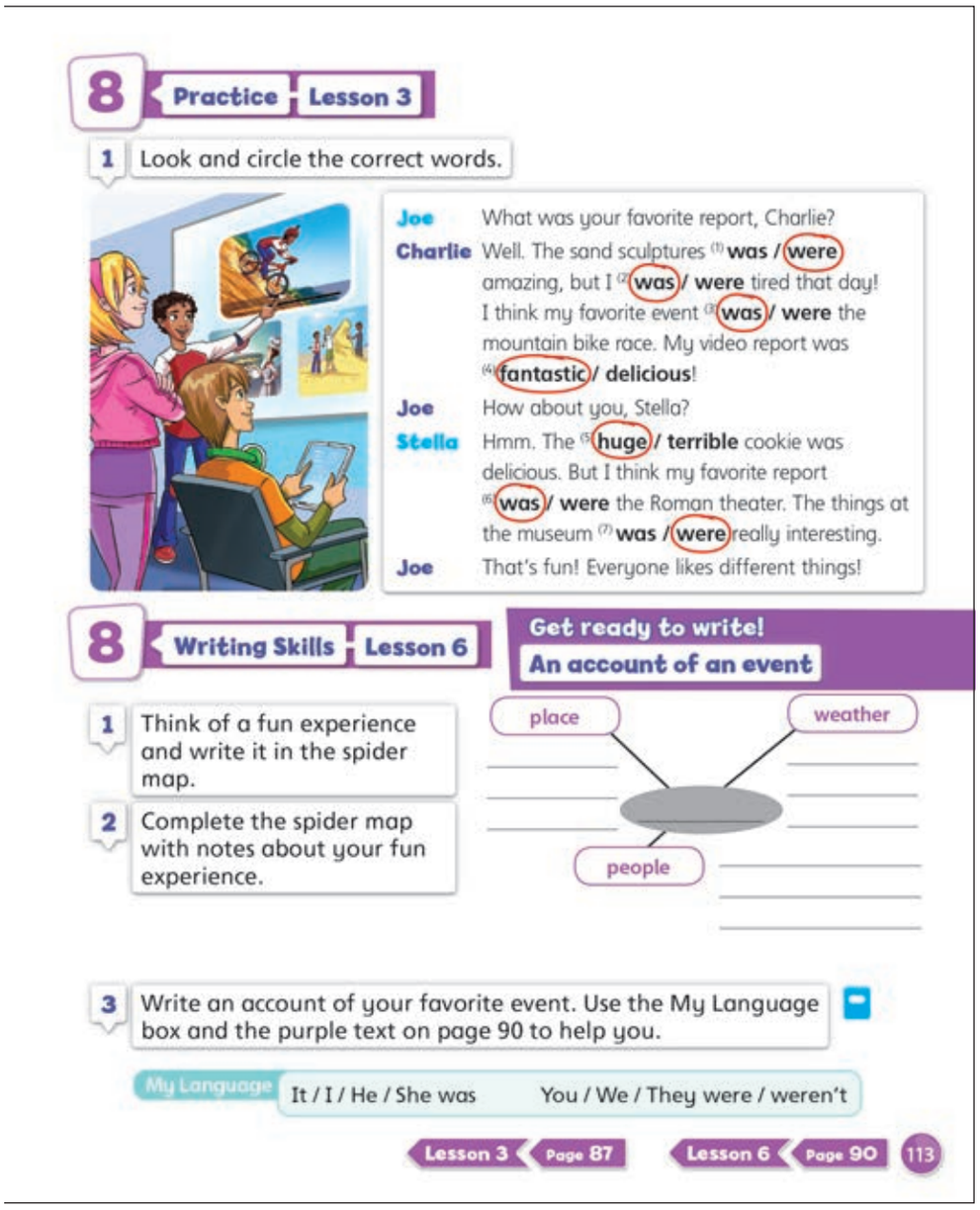

8 Practice Lesson 3

1 Look and circle the correct words.

Joe What was your favorite report, Charlie?
Charlie Well. The sand sculptures (1) was / were amazing, but I (2) was / were tired that day! I think my favorite event (3) was / were the mountain bike race. My video report was (4) fantastic / delicious!
Joe How about you, Stella?
Stella Hmm. The (5) huge / terrible cookie was delicious. But I think my favorite report (6) was / were the Roman theater. The things at the museum (7) was / were really interesting.
Joe That's fun! Everyone likes different things!

8 Writing Skills Lesson 6

Get ready to write!
An account of an event

1 Think of a fun experience and write it in the spider map.
2 Complete the spider map with notes about your fun experience.

place
weather
people

3 Write an account of your favorite event. Use the My Language box and the purple text on page 90 to help you.

My Language It / I / He / She was You / We / They were / weren't

Lesson 3 Page 87 Lesson 6 Page 90 113

Lesson 3 page 113

1 Look and circle the correct words.

- Ask students to look at the picture and say what they can see. Show students the dialogue. Explain that they have to circle the correct words.
- Students complete the dialogue. Confident students can complete the dialogue individually and check answers in pairs. Less confident students can complete it in pairs.
- Invite pairs of students to read aloud the completed dialogue.

Lesson 6 page 113

1 Think of a fun experience and write it in the spider map.

- Tell students to think about a fun experience. Point to the spider map and explain that they have to write what the experience is in the center of the spider map. Ask a confident student to say what their fun experience is and ask them to write it in the center of the spider map.
- Allow students time to write their fun experiences and then ask some students to read out their ideas.

2 Complete the spider map with notes about your fun experience.

- Tell students they are going to write notes about their spider map. Hold up your book and point to *place* and explain that students should write notes about where the fun experience is. Point to *people* and tell students to write notes about who was there. Then point to *weather* and tell students to write what the weather was like.
- Allow students time to do the activity.
- Ask some students to read out their ideas.

3 Write an account of your favorite event. Use the My Language box and the purple text on page 90 to help you.

- Tell students to look at the My Language box and the purple text on page 90 to help them write their story.
- Complete the activity orally first by reading aloud the words in the My Language box and encourage students to make suggestions.
- Allow students time to complete the activity. Move around the class offering help if necessary.
- Invite some students to read their stories.

Notes

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Ideas bank

Vocabulary games

All of the following games are excellent ways of reinforcing vocabulary in a stimulating way. Furthermore, all of them are ideal ways to start a lesson to review lexical sets that you have already presented. Any one of them would make a useful warmer or finisher routine for your class. Consider this section as a bank of flexible Warmer and Finisher resources.

Flashcard games

Little by little

Cover a flashcard with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly to reveal the card and ask the students *What is it?* Continue revealing the flashcard, pausing to ask the students *What is it?* and to allow the class to offer their ideas. Repeat with another flashcard when a student guesses correctly.

Mystery flashcard

Put a flashcard inside a large envelope and show the class the envelope. Ask the students to draw what they think is inside the envelope. When everyone has finished, ask the students to say what they have drawn. Then open the envelope and reveal the mystery flashcard.

Fast flashcards

Show a set of flashcards one after the other, fairly fast. As you run through each flashcard, say the word for one of the flashcards. The students call *Stop* when the word and the picture match.

Find the flashcards

Ask five students to leave the classroom. Then ask the class to help you hide five flashcards somewhere in the classroom. Bring the five students back into the room and ask them to find the missing flashcards and say what, or where, they are.

Pass the flashcards

Arrange the students in a circle and hand out the flashcards to different students. Play a song from the *Class Audio CDs* while the students pass the flashcards around the circle. Stop the music at random points. Each student with a flashcard holds it up and says the correct word. Alternatively, when you stop the music, you can call out a word, and the student with that flashcard must hold it up.

Kim's game

Put up a set of flashcards on the board. Point to each flashcard and ask the class *What is it?* Repeat the correct word for each flashcard with the students. Then turn each flashcard over. When the flashcards are all face down, ask again and see how many students can remember which flashcard is which.

What number is it?

Put up a set of flashcards of words you want to review, for example toys. Below each one put a number flashcard. Say the name of a toy and ask *What number is it?* Alternatively, say the number and ask *What is it?*

Mime the word

Divide the class into two teams. Tell one team to choose a flashcard/word from the new vocabulary set and mime the word for the opposite team. If the opposite team guesses the word correctly and pronounces the word correctly, they score a point, otherwise the point goes to the team performing the mime.

Which one is missing?

Tell the students to stand in a circle. Put a number of flashcards face up on the floor in the middle of the circle. Give the students a couple of minutes to memorize them. Then tell them to turn their backs while you remove one of the flashcards. Tell the students to turn back and ask them which flashcard is missing. The student who guesses first takes a turn to remove one of the flashcards. Repeat several times.

Odd one out

Choose three flashcards from one lexical set, for example toys, and one card from a different category, for example classroom objects. The students have to say which flashcard does not belong with the others in the group.

Watch my lips

This activity helps the students to concentrate on the mouth movements necessary to pronounce certain words. Put five flashcards up around the classroom. Explain to the students that you are going to mouth a word silently and that they have to point to the right flashcard. Say the word silently, exaggerating your mouth movements. The student who points to the correct flashcard can try saying a word silently for the rest of the class to guess.

Hit the card

Put up three or more flashcards on the board and then invite three students to the front of the class and stand them in a line facing the board (don't position them too close). Give each of the students a small, soft ball and explain that the game is like hitting the target. (Instead of soft balls, you could use any small soft object, or make paper balls.) Say the word for one of the flashcards on the board. The players have to throw their ball at the right card and try to hit it.

What card is it?

Hide a flashcard behind your back and ask the class *What card is it?* Listen to their answers and then show the flashcard.

What card is missing?

Show a set of flashcards one after the other. Then take one out and show the set again. The students have to identify the one that is missing.

Guess the flashcard

Put up the flashcards on the board face down and write a number next to each one. Ask the class *What's number (one)?* Invite a student to the front of the class and ask him or her to try and guess. After hearing the answer, lift up a corner of the flashcard and say *No* if it is wrong and *Yes* if the student guessed right. If the student guesses correctly, turn the card face up. If the student does not guess the flashcard, leave it where it is and invite another student to guess. Continue the game until all the flashcards have been guessed and are face up.

Walk to the card

Put up a few flashcards around the classroom. Choose two or three students and explain that you are going to name the flashcards one after the other. The students walk as quickly as they can to the flashcard you name and stand next to it. The first person to the card is the winner.

Change places

Put up some flashcards around the classroom. Divide the class into as many groups as there are flashcards and position the groups near their flashcard. Name two flashcards. The students in those two groups have to move and change places.

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Musical flashcards

Put up some flashcards around the classroom and play some music. The students wander freely around until you stop the music and name a flashcard. They then have to go to the flashcard you named.

True or False

Bring in two shoeboxes. Label one box with a big check (✓) and the other box with a big ✗. Invite two students to the front of the class, position them at some distance from the boxes, and give each of them a sponge or paper ball. Show a flashcard and say a word. If the word and the flashcard match, the students have to throw their ball into the box with the check on the side, if not, they throw it into the box with the ✗ on the side. The player who throws the ball into the correct box wins a point for the team.

Tic-tac-toe

Divide the class into two teams. Draw a 3x3 grid on the board and stick a flashcard in each cell. Each team takes a turn saying a word for one of the flashcards. If they are correct, they draw a circle or an ✗ in the cell. The first team to get three in a row wins.

Yes or No

Hold up flashcards from previous lessons and say a word (sometimes the correct word, and sometimes the wrong word). The students say whether or not the word matches the flashcard (*Yes* or *No*). Invite the students to hold up flashcards and say correct or incorrect words for the rest of the class.

Four in a row

Invite a student (or a pair of students) to the front of the class. Hand the student (or students) four flashcards from previous lessons. Call out the words for the flashcards. The student (or students) stick(s) the cards on the board in the correct order. Repeat with other students and other flashcards.

Other word games

Chain stories

Ask students to stand up. Say a sentence using the unit vocabulary, e.g. *On Mondays, I get up at seven o'clock*. Invite a student to add an item to the sentence (or a sentence to the story), e.g. *On Mondays, I get up at seven o'clock, I have breakfast at seven thirty*. Repeat with different students. If a student can't remember the list of items, he/she has to sit down. The last student left standing is the winner. You can play this game with lots of different lists to practice different vocabulary sets (*In my backpack/bedroom/backyard*, etc.). You can also play it to practice routines and activities.

Categories

Write three headings on the board for three different vocabulary sets. Ask students to say words for each heading or come to the board and write words under the headings. If you like, you can play this as a game in two teams, inviting students from each team in turn to say or write a word for one of the headings.

Draw and guess

Divide the class into two teams. Start drawing a known item on the board. The students from each team call out and guess what the item is. The student who guesses correctly wins a point for their team and takes a turn to draw an item on the board.

Bingo!

Tell the students to draw a grid with three columns and three rows. In each space, instruct the students to write a number or word from a lexical set. Call out the numbers or words in a random order. When a student hears their word or number they cross it out. When all of their words or numbers have been crossed out, they shout *Bingo!*

Missing numbers

Write a sequence of four numbers on the board, with one number missing (draw a line for this number to go on). Invite students to come to the board and write the missing number, or to call out the missing number for you to write. If you like, you can use flashcards and ask students to stick the correct flashcard on the board to complete the sequence.

Simon says

Tell the students that if you say *Simon says*, they should follow the instruction you give. If you do not say *Simon says,* they should remain still. Begin by saying, e.g. *Simon says, touch your nose* and check to see if everybody is following the instruction. Give another order, this time without *Simon says*. Check again. Keep giving the class instructions with or without *Simon says.* If the students follow an instruction that doesn't start with *Simon says* or if they fail to do what Simon says, they are out of the game. Play until one student is left.

One minute race!

Seat the students in a circle. Set a timer for one minute on the board using *iTools*, on your phone, or simply use a sand timer. Call out a vocabulary set, e.g. clothes. The students take turns calling out an item of clothing around the circle. They have to try and get around the circle before the minute is up. Or in a large class, they have to say as many words as they can in that minute. Play again and see if they can beat their record with another lexical set.

Sharkman (Hangman)

Draw a set of six steps walking towards the sea. Simply draw some wiggly lines at the bottom of the steps. Draw a triangle poking out of the sea. This is a shark! Think of a word to elicit. Write lines for each of the letters in the word. Ask the students to call out letters they think are in the word, e.g. *E!* If there is an *e*, write it in the correct place in the word. If the letter isn't in the word, move the stick man down a step toward the sea. The students must try to finish the word before they fall into the sea, and to the awaiting shark.

What's the time?

Draw a blank clock face on the board. Invite individual students to the front of the class. The student asks *What's the time?* Other students in the class say a time (e.g. *It's half past four.*). The student draws the correct time on the clock face.

Word race

Write the first letters of a set of vocabulary on the board (six to eight words). Divide the class into two teams. Tell them the topic of the words. Teams take turns calling out a word beginning with one of the letters on the board. For example, if you review verbs, you might write *L, S, B, W, D, R, E,* and *W.* The students call out the words they think they might be, e.g. *Listen! Sleep! Build! Walk! Drink! Ride! Eat! Write!* etc. Award teams a point for each word they guess correctly.

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Lyrics and actions for the *Shine On!* song

Starter Unit: Hello!

Hello! Hello!
It's English time!
Hello! Hello!
It's time to shine!
Let's be friendly
and wave hello!
We can shine, shine on!

Hello! Hello! It's English time!

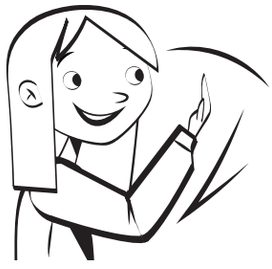
Students raise their hand and wave in time with the music.

Let's be friendly and wave hello!

Students turn to each other and wave. They can wave in pairs or groups, as long as they are looking at each other and waving.

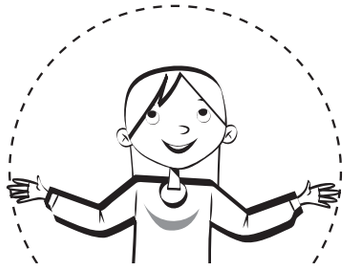
Come on, everyone!
Let's sing our song.
Shine on! Shine on!
It's time to shine!
It's time to shine!
Shine, shine on!

Come on, everyone!



Students raise their arm and move their hand as if beckoning someone towards them.

Shine, shine on!



Students raise their arms above their heads as if they are drawing a big sun around themselves.

Hello! Hello!
It's English time!
Hello! Hello!
It's time to shine!
Let's work together,
you and me.
We can shine, shine on!

Let's work together, you and me.

First, students extend their hand towards another student and then bring it in and touch their chest.

Come on, everyone! Let's sing our song.
Shine on! Shine on!
It's time to shine! It's time to shine!
Shine, shine on!
(Repeat)

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Wordlist

Aa
always
animations
artifacts
assembly hall
author
autograph

Bb
baby
backwards
bad
bakery
beach
beautiful
bench
better
boring
bowl
boy
bracelet
branches
break
bus
by (bike/car/taxi/train/tram)

Cc
cafe
cafeteria
Canada
Canadian
canyon
carbon dioxide
carry
celebrate
character
cheap
child
children
China
Chinese
chocolate chips
classroom
climates
clues
colorful
comfortable
comic book
communication technology
communities
competition
confident
confused
crowded
cup
curry

Dd
daily news
dangerous
delicious
detective
differences
dig
dive
dog-sledding

Ee
eggs
Egypt
Egyptian
electricity
elementary school
e-mail
energy
exciting
exhibition
expensive

Ff
fantastic
find
fix
flag
flat
flour
force
fountain
France
French

Gg
girl
grade
graduation ceremony
grams
gravity
ground
grumpy
gym

Hh
hallway
high
high school
honey
hot air balloon
huge
human
hundreds

Ii
ice
impatient
India
Indian
ingredients
internet video calls
interview

Jj
junior high

Kk
key ring
kindergarten

Ll
library
liquid
liter
low

Mm
machines
man
mask
measuring cup
men
midnight
model
modern
Moroccan
Morocco
motorcycle
move
movie exhibition
music room

Nn
national dish
natural
nervous
nuts

Oo
oil
on foot
oxygen

Pp
people
person
Peru
Peruvian
pin
plain
plate
Poland
Polish
pollution
popular
printed
protected
pull
push

Qq
quickly

Rr
race
reef
relaxed
resolutions
roots

Ss
safe
sand
scales
schoolyard
science lab
scooter
score
share
shells
shiny
shout
signpost
skiing
snowboarding
soil
sometimes
spoon
steep
sticker
store
study
subject
sugar

Tt
tasty
taxi
teach
teenager
terrible
text message
theater
time
tools
touch
traditional
traffic report
tram
transportation
trick
truck

Uu
usually

Vv
van
vanilla

Ww
weather report
website
whisper
woman
world record
worst

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Workbook Answer Key

STARTER UNIT

Lessons 1 and 2 Vocabulary and Grammar

1 Look, read, and number.
competition 6 weather report 2
world record 7 interview 8
daily news 1 exhibition 5
traffic report 3 race 4

2 Look at activity 1. Read, write, and circle. Then make a ✓ or an ✗.
1 world record, in ✓
2 competition, in ✓
3 exhibition, on ✗
4 weather report, at ✓
5 race, on ✗
6 daily news, at ✗
7 traffic report, at ✗
8 interview, in ✓

Lesson 2 Story

1 Look, read, and order the story.
5, 1, 6, 3, 4, 2

UNIT 1

Lesson 2 Story

1 Look, read, and make a ✓ or an ✗.
1 ✓ 2 ✗ 3 ✗ 4 ✗ 5 ✓ 6 ✗

Lesson 2 Vocabulary and Grammar

1 Look, read, and write.
1 mask 2 autograph 3 sticker
4 pin 5 model 6 comic book
7 bracelet 8 key ring

2 Look, write, and circle.
1 mask, his 2 bracelet, hers
3 model, yours 4 key ring, pin, mine

Lesson 3 Vocabulary and Grammar

1 Follow, read, and match.
1 They're Liam's.
2 It's Marek's.
3 It's Zainab's.
4 They're Yukiko's.

2 Look and write questions and answers.
1 Whose colorful scarf is this?
It's Farah's.
2 Whose shiny sunglasses are these?
They're Jake's.
3 Whose printed sweater is this?
It's Anya's.
4 Whose plain T-shirt is this?
It's Eric's.

Lesson 4 CLIL

1 Look and read. Choose and write.
1 animations, hundreds
2 pictures, differences
3 look like, move

2 Look and number in order.
1 1, 4, 5, 2, 3
2 4, 2, 3, 1, 5

Lesson 5 Everyday English!

1 Look, read, and circle.
1 pins
2 models
3 No, I don't.
4 masks

2 Look, read, and write.
I collect key rings.
Do you have a collection?
Yes, I do.

Lesson 6 Reading

1 Look, read, and write the name.
1 Kiko 2 Benny 3 Annie
4 Carlton

2 Read and circle *True* or *False*.
1 False 4 False
2 True 5 True
3 True 6 False

UNIT 2

Lesson 2 Story

1 Look, read, and circle.
1 driving 2 digging 3 find
4 doing 5 help 6 head

Lesson 2 Vocabulary and Grammar

1 Look, find, and circle. Write.
1 drive 2 carry 3 find
4 fix 5 break 6 teach

a	c	g	u	o	b	a	v	n	q	s
d	p	g	p	c	a	z	l	j	h	q
r	p	w	a	y	f	i	n	d	o	u
i	l	u	q	m	a	r	n	b	o	b
v	d	f	h	t	e	a	c	h	d	i
e	k	l	c	s	b	e	r	e	y	c
p	h	k	a	f	i	s	t	a	p	o
x	j	b	r	e	a	k	t	y	f	j
h	e	j	r	w	g	d	l	w	i	z
r	l	e	y	m	s	r	g	f	x	k

2 Look, read, and choose. Write correct sentences.
1 They're studying English.
2 I'm driving the train.
3 We're digging a hole.
4 He's carrying a statue.

Lesson 3 Vocabulary and Grammar

1 Read, look, and number.
3, 4, 1, 2

2 Look, read, and write. Use *must* or *mustn't*.
1 You must whisper!
2 You mustn't touch!
3 You must shout!
4 You mustn't share!

Lesson 4 CLIL

1 Look, read, and number.
5, 3, 2, 1, 4

2 Look, read, and write. Draw.
bones, bracelet, boat, statue, clock
Students' own drawings.

Lesson 5 Everyday English!

1 Look, read, and make a ✓ or an ✗.
1 ✓
2 ✓
3 ✗
4 ✗

2 Look, read, and number in order.
5, 3, 4, 1, 2

Lesson 6 Reading

1 Look, read, and circle *A* or *B*.
1 B 2 A 3 A 4 B 5 B 6 B
7 A 8 B 9 A 10 A

2 Look at activity 1. Write the words in order and match.
1 The man is looking at an old bracelet. Picture A.
2 I can see old walls and rocks. / I can see old walls and rocks. Picture B.

Revision 1

1 Look, unscramble, and write.
1 bracelet 2 autograph 3 pin
4 sticker 5 key ring 6 model
7 mask 8 comic book

2 Look, read, and write.
1 teach 2 drive 3 dig 4 find
5 carry 6 break 7 fix 8 study

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3 Look, read, and write. Circle and answer.
1 Whose printed T-shirt is this? It's his.
2 Whose plain shirt is this? It's hers.
3 Whose shiny hat is this? It's mine.
4 Whose colorful sweater is this? It's yours.

4 Look, read, and write. Circle.
1 teaching, mustn't
2 studying, must
3 fixing, mustn't
4 breaking, must

UNIT 3

Lesson 2 Story

1 Look, read, and make a ✓ or an ✗.
1 ✗, ✓
2 ✓, ✗
3 ✓, ✗
4 ✗, ✓

2 What can you see in the story? Look, read, and circle.
taxi, truck, bike

Lesson 2 Vocabulary and Grammar

1 Look, unscramble, and write.
1 motorcycle 2 van 3 truck
4 hot air balloon 5 bus
6 scooter 7 tram 8 taxi

2 Look, read, and circle.
1 He works
2 He's waiting
3 She's making
4 She watches
5 They do

Lesson 3 Vocabulary and Grammar

1 Look, read, and match.
1 The taxi is more crowded than the van.
2 The bus is more expensive than the tram.
3 The scooter is cheaper than the motorcycle.
4 The hot air balloon is more comfortable than the truck.

2 Look, read, and circle. Write. Use *more* or *-er* and *than*.
1 more expensive than
2 more crowded than
3 cheaper than
4 more comfortable than

Lesson 4 CLIL

1 Read, unscramble, and write.
1 transportation, energy
2 oil, pollution
3 electricity
4 human

2 Look, read, and circle. Color green.
1 human, 3 leaves colored
2 oil, no leaf colored
3 electricity, 2 leaves colored
4 human, 3 leaves colored
5 oil, 1 leaf colored
6 oil, 1 leaf colored

Lesson 5 Everyday English!

1 Look, read, and write.
1 by car 2 on foot 3 on foot, by bike or car

2 Read and make a ✓ for ALL the possible answers.
1 ✓ Yes, I do. I collect stickers.
✓ No, I don't.
2 ✓ It opens at two thirty.
✓ In fifteen minutes.
3 ✓ I come to school on foot.
✓ I never come to school by bus.
4 ✓ It closes at five thirty.
✓ It closes in five minutes.

Lesson 6 Reading

1 Read, look, and write *L* for *London* or *Z* for *Zurich*.
1 Z 2 L 3 L 4 Z 5 Z 6 L

2 Look at activity 1. Read and circle.
1 but 2 and 3 and 4 and
5 taxi 6 boat

UNIT 4

Lesson 2 Story

1 Look, read, and write.
1 boring, flattest 2 finish, shortcut 3 dangerous
4 steepest 5 fastest 6 exciting

Lesson 2 Vocabulary and Grammar

1 Find and circle. Look and write.
1 low 2 boring 3 steep
4 dangerous 5 high 6 exciting
7 safe 8 flat

2 Look at activity 1. Read, write, and number.
1 flattest, 8
2 highest, 5
3 most dangerous, 4
4 steepest, 3
5 most boring, 2
6 most exciting, 6

Lesson 3 Vocabulary and Grammar

1 Look, read, and circle *True* or *False*.
1 True, True, False
2 True, True, False
3 True, False, True
4 False, True, True

2 Look at activity 1. Read and write.
1 the worst
2 worse than
3 the best
4 better than

Lesson 4 CLIL

1 Look, read, and write.
1 force 2 pulls 3 down
4 gravity 5 up 6 push

2 Look, read, and make a ✓ or an ✗.
1 ✗
2 ✗
3 ✓
4 ✓

3 Look at activity 2. Draw in order.
Students' own drawings. Activity 2 order: 2, 3, 1, 4

Lesson 5 Everyday English!

1 Look, read, and number in order.
1 4, 1, 3, 2
2 4, 3, 1, 2

2 Look, read, and write.
1 Do you have a collection?
2 What time does the store open?
3 How about this one?

Lesson 6 Reading

1 Look, read, and number.
Spelling Bee 3, Ping-Pong 1, Diving competition 2

2 Look at activity 1. Read and answer.
1 The hardest words are at the end.
2 You can surprise the other player.
3 The 10 meter diving board is the most exciting.

Revision 2

1 Look, draw, and write.
1 motorcycle 2 tram
3 scooter 4 taxi 5 hot air balloon 6 truck 7 van 8 bus
Students' own drawings.

2 Look, read, and write. Match.
1 flat, (match with) 6 steep
2 cheap, (match with) 5 expensive
3 comfortable, (match with) 8 crowded
4 high, (match with) 7 low

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3 Read, choose, and write.
1 goes 2 are driving
3 am doing 4 plays
5 is cooking 6 watch

4 Look, read, and circle.
1 biggest, highest, higher, smaller
2 driest, hottest, hotter
3 safest, most dangerous, more dangerous, most dangerous

5 Read and write for you.
Students' own answers.
Example answers:
1 Surfing is more exciting than riding a bike.
2 Traveling by car is more boring than traveling by plane.
3 Soccer is the most exciting sport.
4 *The Simpsons* is the best TV show.

UNIT 5

Lesson 2 Story

1 Look, read, and write *Yes* or *No*.
1 Yes 2 No 3 Yes 4 No
5 Yes 6 No

Lesson 2 Vocabulary and Grammar

1 Look, read, and write.
1 person 2 girl 3 boy
4 baby 5 teenager 6 child
7 woman 8 man

2 Look and read. Write the correct answers.
1 There are five children.
2 There are two babies.
3 There are sixteen people.
4 There are two teenagers.
5 There are three boys.
6 There are three women.
7 There are two girls.
8 There are four men.

Lesson 3 Vocabulary and Grammar

1 Look, read, and circle *A*, *B*, or *A* and *B*.
1 A 2 B 3 A, B 4 A, B 5 B
6 A

2 Write the words in order to make questions. Look and answer. Use *some* or *any*.
1 Are there any benches?
There are some benches.
2 Are there any fountains?
There aren't any fountains.
3 Are there any flags?
There aren't any flags.
4 Are there any signposts?
There are some signposts.

Lesson 4 CLIL

1 Look, read, and write.
1 ice 2 branches 3 sand
4 shells

2 Look and match. Which are nature art? Make a ✓ or an ✗.
1 second picture, ✓
2 first picture, ✓
3 fourth picture, ✓
4 third picture, ✗
5 fifth picture, ✗

Lesson 5 Everyday English!

1 Look, read, and write.
1 Which, best, this, because, beautiful
2 one, you, like, funny

2 Look and read. Number in order.
2, 1, 4, 5, 7, 3, 6

Lesson 6 Reading

1 Look, read, and number. Write.
2 A beautiful place!
3 Come and play!
1 What I like best!

2 Look at activity 1. Read and write.
1 The writer is Simon Jones.
2 People go there on the weekend.
3 There are swings and there's a slide.
4 There are fountains and there are flowers.
5 There aren't any cars.
6 The steep parts are the most exciting parts.

UNIT 6

Lesson 2 Story

1 Look, read, and make a ✓. Write.
1 tomatoes ✓, flour ✓, cheese ✓
flour, cheese, tomatoes
2 sugar ✓, butter ✓, chocolate chips ✓
chocolate chips, butter, sugar
3 The world's biggest cookie! ✓

2 Which ingredients can you use to make cookies? Circle.
honey, butter, chocolate chips, eggs, flour, nuts

Lesson 2 Vocabulary and Grammar

1 Unscramble and write. Look and number.
1 chocolate chips 2 honey
3 vanilla 4 oil 5 nuts 6 flour
7 sugar 8 eggs

2 Look, read, and write.
1 are some 2 is some
3 isn't any 4 aren't any
5 are some 6 is some

Lesson 3 Vocabulary and Grammar

1 Look, read, and make a ✓.
1 Yes, there are. ✓
2 No, there aren't. ✓
3 No, there isn't. ✓
4 Yes, there is. ✓
5 Yes, there are. ✓
6 Yes, there are. ✓

2 Write the words in order to make questions. Look and write answers.
1 Is there any sugar?
No, there isn't.
2 Is there any milk? Yes, there is.
3 Are there any bowls?
Yes, there are.
4 Are there any cups?
No, there aren't.

Lesson 4 CLIL

1 Look, read, and write.
1 measuring cup, liquids, liter
2 scales, ingredients, grams

2 Look, write, and circle.
1 450 milliliters
2 200 grams
3 700 milliliters
4 150 grams
5 1000 grams, 1 kilogram
6 1000 milliliters, 1 liter

Lesson 5 Everyday English!

1 Read, look, and number.
3, 2, 5, 4, 1

2 Read and write the words in order.
Ben What time does the cafe open?
Ben Hi. A smoothie, please.
Betty Ok, first milk. Then fruit. Finally, mix it all up.
Ben Do you have a collection?
Ben I like this one. Thanks!

Lesson 6 Reading

1 Look, read, and write.
1 1 2 6 3 1 4 some
5 spoonful 6 5 7 80 8 100

2 Look at activity 1. Read and write correct sentences.
1 First, put the oil in a pan.
2 Next, add the pepper and the olives.
3 Then, add the tomatoes.
4 Mix it all up and cook for 10 minutes.
5 Add a big spoonful of sauce and some cheese.

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Revision 3

1 Unscramble and write. Write the plural nouns.
1 baby / babies
2 woman / women
3 child / children
4 boy / boys
5 girl / girls
6 man / men
7 teenager / teenagers
8 person / people

2 Look and write.
1 flour 2 sugar 3 nuts
4 honey 5 vanilla 6 oil
7 chocolate chips 8 eggs

3 Look, read, and write questions and answers. Use *some* or *any*.
1 Are there any girls?
Yes, there are some girls.
2 Are there any benches?
No, there aren't any benches.
3 Are there any fountains?
Yes, there are some fountains.
4 Are there any children?
No, there aren't any children.
5 Are there any flags?
Yes, there are some flags.
6 Are there any signposts?
Yes, there are some signposts.

4 Look, read, and write. Use *There is / isn't* or *There are / aren't*.
1 There are 2 There is
3 There aren't 4 There is
5 There are 6 There aren't

UNIT 7

Lesson 2 Story

1 Look, read, and write.
1 He was a student at our school.
2 She was in the science lab.
3 He was in the cafeteria.
4 He was in the gym.

2 Look, read, and make a ✓ or an ✗.
Charlie He was in the hallway. ✗
Joe He was in the cafeteria. ✓
Charlie: Stop! Hey! Stop! ✓
Lily: She was in the science lab. ✓
Stella He was in the gym. ✓
Joe: She was in the cafeteria. ✗

Lesson 2 Vocabulary and Grammar

1 Look, write, and number.
music room 6, gym 7, classroom 3, schoolyard 1, science lab 5, cafeteria 4, hallway 2, assembly hall 8

2 Look, read, and circle.
1 was 2 wasn't 3 wasn't
4 was 5 was 6 was 7 wasn't
8 wasn't

Lesson 3 Vocabulary and Grammar

1 Look, read, and make a ✓ or an ✗.
1 ✗✓
2 ✓✗
3 ✗✓
4 ✗✓

2 Look, read, and write answers.
1 No, I wasn't. I was tired.
2 No, I wasn't. I was confused.
3 Yes, I was happy.
4 No, I wasn't. I was nervous.
5 No, I wasn't. I was relaxed.
6 Yes, I was confident.

Lesson 4 CLIL

1 Read and write.
1 author 2 character
3 detective 4 grumpy
5 impatient 6 popular

2 Read, look, and match.
Author Hello. My name is Sir Arthur Conan Doyle. I'm an author. I'm from Scotland. I write stories about a famous detective.
Character Hello. I'm a character in a book. My name is Sherlock Holmes. There are 60 stories about me. I'm good at science, music, and solving puzzles.

Lesson 5 Everyday English!

1 Look, read, and write.
First child What, favorite, were
Second child my, was, Now

2 Read and write for you.
Students' own answers.
Example answers:
I usually come on foot.
Yes, I do. I collect stickers.
I like basketball. I like it because…
My favorite subject was history.
It was my favorite because…

Lesson 6 Reading

1 Look, read, and number.
2, 1, 3, 4

2 Look at activity 1. Read and circle *True* or *False*.
1 False 2 False 3 True 4 True
5 False 6 False

UNIT 8

Lesson 2 Story

1 Look, read, and write.
1 Morocco, movie
2 Canada, bike race
3 China, ice
4 Peru, old city

Lesson 2 Vocabulary and Grammar

1 Find and circle 8 countries. Write the countries and the nationalities.

m	n	b	i	v	c	x	z	a	m
s	c	a	n	a	d	a	p	d	o
f	f	g	d	h	j	k	o	e	r
r	l	p	l	o	u	y	l	g	o
a	t	r	a	e	w	q	a	y	c
n	q	p	e	r	u	w	n	p	c
c	i	u	y	t	r	e	d	t	o
e	o	p	c	h	i	n	a	a	s

1 Canada, Canadian
2 France, French
3 Morocco, Moroccan
4 Egypt, Egyptian
5 India, Indian
6 China, Chinese
7 Poland, Polish
8 Peru, Peruvian

2 Look, read, and write. Use *were* or *weren't*.
1 Last week they were in Morocco.
2 Last month they weren't in Peru.
3 Last year they weren't in France.
4 Yesterday they were in Poland.
5 Last year they weren't in India.
6 Last month they were in Canada.

Lesson 3 Vocabulary and Grammar

1 Read and circle. Look and number.
1 Were, were
2 Were, were
3 Was, was
4 Was, was
3, 4, 1, 2

2 Read and write. Use the past tense of *be*. Then look and match.
1 were, was, was, were, picture 3
2 was, was, wasn't, was, picture 1
3 were, were, were, wasn't, was, picture 2

Lesson 4 CLIL

1 Look, read, and write.
1 communication technology
2 text messages 3 e-mails
4 video call 5 websites

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2 Look, read, and circle.
1 telephone 2 text message
3 video call 4 text message
5 video call

Lesson 5 Everyday English!

1 Look, read, and number in order.
First picture: 5, 4, 1, 3, 2
Second picture: 3, 2, 4, 1, 5

2 Read and match.
1 What time does the library open? Tell him that the library opens at ten o'clock.
2 Do you have a collection? Tell her that I have a collection of dolls. She can come and play.
3 How do you usually go to the swimming pool? Tell him that I usually go to the swimming pool by bus, but today I'm going on foot.
4 Which T-shirt do you like best? Tell her that I like the plain T-shirt best.
5 What are you buying at the supermarket? Tell him that I'm buying pizzas at the supermarket. Anything else?

Lesson 6 Reading

1 Read, look, and number.
3, 1, 2, 4

2 Look at activity 1. Read and write.
Place: Canada, China, Poland, France
Weather: snow, windy, rain, —
People: excited, happy and friendly, happy, relaxed, confident and friendly

Revision 4

1 Read and write.
1 assembly hall 2 music room 3 cafeteria 4 gym
5 schoolyard 6 science lab
7 classroom 8 hallway

2 Look, read, and write.
1 China 2 French 3 Peru
4 Polish 5 India 6 Canadian
7 Moroccan 8 Egypt

3 Look, read, and write sentences. Use *was* or *wasn't*.
1 He was in the science lab. He wasn't confident.
2 She wasn't in the hallway. She was relaxed.
3 He was in the gym. He was confident.

4 Read and write. Use the past form of *be*.
1 were 2 were 3 was 4 Was
5 wasn't 6 was 7 was
8 were 9 was 10 Were
11 were 12 was 13 were

Culture 1

1 Look, unscramble, and write.
1 pyramid 2 reef 3 canyon
4 protected

2 Look at activity 1. Read and write.
1 canyon 2 reef
3 pyramid, protected

3 Read and circle.
1 must 2 must 3 mustn't
4 must 5 mustn't 6 must

Culture 2

1 Look, read, and write.
1 snowboarding 2 traditional
3 modern 4 competition
5 skiing 6 dog-sledding

2 Read and circle *True* or *False*.
1 False 2 True 3 True 4 False
5 False

Culture 3

1 Read, look, and match.
1 a kind of food that everyone in a country knows, national dish, fifth picture
2 a lot of people like it, popular, third picture
3 a sweet food you eat at the end of a meal, dessert, first picture
4 with a nice flavor, tasty, fourth picture
5 a dish made with meat, fish or vegetables, curry, second picture

2 Look at activity 1. Read and write.
1 national dish 2 tasty
3 popular 4 curry 5 dessert

3 Look at activity 2. Read and write.
1 She's from India.
2 No, there isn't.
3 More than 40.
4 A drink (that's a bit like a smoothie).

Culture 4

1 Look, read, and write.
1 kindergarten 2 elementary school 3 junior high 4 high school 5 graduation ceremony

2 Look at activity 1. Read and circle *True* or *False*.
1 True 2 False 3 True 4 False
5 True

3 Read and answer for you.
Students' own answers.
Example answers:
1 I was five.
2 I was excited and nervous.
3 My friends.

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